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ABSTRACT

The Task Force on Literature of the San Francisco State University Commission on Human Relations conducted a literature search on human relations and discrimination issues on United States college campuses. Sources included the ERIC database, DATATIMES, "Chronicle of Higher Education," local newspapers, Knight-Ridder wire service reports, and college commission reports. The Task Force found significant gaps in major research areas concerning such topics as discrimination of the disabled. Included in this report are lists of identified resources (with over 100 citations from the ERIC database), many with annotations. The scope of the literature search included racial discrimination, ethnic discrimination, sex discrimination, and religious discrimination. Almost 40 sample news reports are also included, mostly from the San Francisco State University "Golden Gater" and the "San Francisco Chronicle." (JDD)

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FINAL REPORT OF THE
UNIVERSITY COMMISSION ON HUMAN RELATIONS:
FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

VOLUME III

COMPILATIONS OF THE LITERATURE

HE 023 894

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TABLE OF CONTENTS

FINAL REPORT OF THE UNIVERSITY COMMISSION ON HUMAN RELATIONS: FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION MAY 1990

VOLUME III

COMPILATIONS OF THE LITERATURE

ABSTRACTS OF THE LITERATURE

III-1

SAMPLE NEWS REPORTS

III-2

III - 1

COMPILATIONS OF THE LITERATURE

ABSTRACTS OF THE LITERATURE

Task Force on Literature

Vernon Thompson, Chair. Members: Olive James, Elisabeth Parent, Devere Pentony, Mary Hoover

The task force has conducted a literature search on human relations and discrimination issues on U.S. campuses. The search cast a broad net over the topic gathering a wide range of demographic, quantitative and qualitative information. The information was developed through a variety of data base searches including ERIC (Educational Resources Information Clearinghouse) and of DATATIMES, with particular reference to statewide news in the Sacramento Bee.

The research also included a search of back issues of the Chronicle of Higher Education and local newspapers. The Knight-Ridder wire service was also used to track down stories that were related to this topic.

In addition to these searches, nearly a dozen colleges were contacted and requests were made for their commission reports regarding discrimination on those campuses.

Although all areas of discrimination on college campuses were searched, the following summarized the findings of the Task Force on Literature: The Task Force found significant gaps in major research areas concerning the commission such as discrimination of the disabled.

News Stories

The Chronicle of Higher Education, June 22, 1988 "Black Woman Scholar at Emory Loses Tenure Battle." This story outlines plight of black professor who believes her ethnic perspective in teaching and research hurt her chances for tenure.

The Chronicle of Higher Education, February 3, 1988 "Doctorates Earned by Blacks Decline 26.5 percent in Decade." This piece points out that Blacks earned 26.5 fewer degrees than they did 10 years ago. Black males earned only 321 research doctorates--down from 684 in 1977 while black women earned 499--more than 15 percent higher than in 1977. These figures were reported by the National Research Council.

San Francisco Examiner, May 19, 1989, "Stanford Learns Lessons on Racism." The story by Vicki Haddock explains the impact of racism on students of color. The story spells out specific incidents on campus.

The Chronicle of Higher Education, February 10, 1989, "Some colleges Find Aggressive Affirmative-Action Efforts Are Starting to Pay Off, Despite Scarcity of Candidates." This story outlines both the trials and tribulations of hiring ethnic minority candidates. The piece opens with a look at the Miami University of Ohio where hiring since 1980 has gone from seven black professors to 29. On page A17 of the same article it offers tips on recruiting ethnic minority professors.

Knight-Ridder wire copy, February 22, 1987, "Faculties Foresee Dearth of Minorities." The article looks at large-scale retirement of faculties as a result of aging babyboomer professors. The article points out that new hires are not minorities.

Knight-Ridder wire service, December 6, 1988, "Minority Graduate Students Make Stanford Plea." The story outlines the efforts of Stanford minority graduate students to get the university to hire more people of color on the faculty and to increase cultural programs.

Bay City News Service, December 27, 1988, "Accurate History." The story points out a UC Berkley professor's effort to include People of Color achievements when telling the history of the U.S.

Knight-Ridder wire service, December 26, 1988, "SF Bay Area Having Trouble Finding Minority Teachers." The article states that local recruiters have to go out of state to find black, Hispanic, and Asian teachers for SF classrooms.

Knight-Ridder wire service, December, 1988, "Stanford Wants Minority Students." The story talks about the efforts of Stanford to attract minority students.

Knight-Ridder news service, January 25, 1988, "Community Colleges target Minorities." The piece outlines the efforts of community colleges to recruit blacks, Hispanics and Asian students. The story is based upon a report, "Minorities in Urban Community Colleges: Tomorrow's Students Today."

Knight-Ridder news service, January 1988, "College Racial Incidents Draw Concern." The article talks about increases in racial and anti-semitic incidents on campuses forcing soul-searching at many of the nation's colleges. It was based upon a conference on racism.

The Chronicle of Higher Education, June 22, 1988, "To Get Ahead in Research, Some Minority Scholars Choose to 'Play the Game'." The piece explains that many minority researchers are choosing "mainstream" research to gain tenure rather than choosing areas involving ethnicity.

The Chronicle of Higher Education, June 22, 1988, "U. of California Urged to Hire More Hispanic Faculty Members." The article outlines the efforts of minority groups to increase Hispanic representation on campus. Of 2,500 professors in the system hired between 1977 and 1987, only six professors a year of Latino background were hired for the U.C. system.

Knight-Ridder wire service, May 29, 1988, "Stanford Episodes Worry Minorities." The story points out the problems minorities face as a result of recent racial incidents at Stanford.

The Chronicle of Higher Education, January 27, 1988 "Black Students Seen Facing 'New Racism' on Many Campuses." The story by Charles S. Farrell indicates an increase of racial incidents on campuses nationwide has black students concerned.

The Chronicle of Higher Education, January 27, 1988, "Stung by Racial Incidents and Charges of Indifference, Berkeley Trying to Become Model Integrated University." The article states that university administration is trying to improve the hiring record concerning People of Color.

The Chronicle of Higher Education, May 11, 1988, "Hispanics, State's Fastest-Growing Minority, Shut Out of Top Positions at U. of California, Leaders Say." The story reports on a meeting of top Latino faculty, staff and students who found that they are shut out of decision making posts in the UC system.

The Chronicle of Higher Education, May 25, 1988, "Neglect of Minorities Seen Jeopardizing Future Prosperity." The story outlines the findings of a report by the American Council on Education that says the country's future is jeopardized by the poor treatment minorities face in education.

The Chronicle of Higher Education, February 17, 1988, "National Faculty Hiring Goals Flout the Demands of Many Women and Members of Minority Groups." The opinion piece talks about the problems of affirmative action.

Knight-Ridder wire service, May 25, 1988, "Soft Words Bite Hard Quiet Racism Fighter Carries a Big Stick: Persistence." The story profiles the work of San Jose State's Jose Carrasco, Coordinator of the university's Mexican-American Studies program.

Knight-Ridder wire service, November 27, 1988, "U.C. Campus Racism Stirs Emotional Debates; Faculty Weighs Course on Minority Groups." The story talks about Berkeley effort to deal with controversial curriculum issue.

Knight-Ridder wire service, February 1, 1988, "Inside the Mwangi Cultural Center." This story discusses issues Smith College faced concerning racism.

Knight-Ridder wire service, Winter 1988, "Slight Progress Seen in Hiring of Women, Minorities at Colleges." The story outlines efforts of state colleges to hire women and minorities.

Knight-Ridder wire service, April 10, 1988, "Bias Charged Study Says Law Schools Moving Slowly in Giving Tenure to Women, Minorities." The article outlines trouble law students of color face in getting tenures. The example given is at UC Berkeley's Boalt Hall.

The Chronicle of Higher Education, Spring 1989, "8 in 10 Colleges Have Plans to Boost DEMOGRAPHIC DATA Minority Presence." The article talks about hiring minorities.

1988-89 Statistical Report: Enrollment by Age, Sex, and Student Level--Fall, 1988. The California State University Office of the Chancellor, Division of Analytic Studies.

1988-89 Statistical Report--Origin of 1988 Fall Term Enrollment, 1989. The California State University Office of the Chancellor, Division of Analytic Studies.

"California Faces...California's Future...Education for Citizenship in a Multicultural Democracy", The final report of the Joint Committee for Review of the Master Plan for Higher Education, March 1989.

Profile of CSU Employees, Fall 1988, prepared by faculty and staff relations, Office of the Chancellor.

HUMAN RELATIONS COMMISSION REPORTS

The final report of the University Committee on Minority Issues:

Stanford University March 1989.

Faculty Diversification in Higher Education: Senate Special Committee on University of California Admissions held at UCLA.

One-Third of A Nation, a report of the Commission on Minority Participation in Education and American Life, by the American Council on Education, Spring 1987.

Racial/Ethnic Tensions and Hate Violence on University of California Campuses, by the Senate Special Committee on University of California Admissions.

DATA BASE SEARCHES

DIALOG FILE 49: Pais International - 76-89/Apr

Campus barrier? Black college students are viewed as victims of a

subtle racism; their treatment may affect progress in the classroom; too much tact can hurt.
Simpson, Janice C. - Wall St. Journal 209: 1+ Ap 3 '87
With reference to efforts at MIT to address the issues of racist behavior.

DESCR: Black college students; United States--Race relations.

The policy of American universities towards divestment in South Africa

Minerva 24: 246-343 Summer/Autumn '86, tables.

Policy statements of 10 universities; includes a table listing 112 colleges that have divested, with the amount involved, as of May 1986.

DESCR: Colleges and universities--Investments; South Africa--Race relations; Investments, Foreign--American-South Africa; Colleges and universities--Social aspects; U.S.

Black, Negro, or Afro-American? the differences are crucial!
Fairchild, Halford H.

J Black Studies 16:47-55 S '85, bibl tables

Responses of White subjects to the 3 race names; based on a survey of 119 White university undergraduates who volunteered to participate in a study entitled, "Attitudes about self and other."

DESCR: Blacks--U.S.; Race Relations; college students.

Student culture and activism in Black South African universities:
the roots of resistance; foreword by Johnnetta B. Cole.

Nkomo, Mokubung O.

'84 xxiii+209p, bibl tables index

DESCR: Black students--Political activities; Black colleges; Colleges and Universities--South Africa; South Africa--race relations.

Education, race, and social change in South Africa.

Marcum, John A.

'82 xii+251p, tables charts index

Report of the study team sponsored by the United States-South Africa Leader Exchange Program.

Changing circumstances and prospects of South African higher education.

DESCR: Blacks--Education; Colleges and universities-South Africa; South Africa--race relations.

SilverPlatter vl. 5 ERIC (1/83 - 12/88)

Campus Harassment: Sexual Harassment Policies and Procedures at Institutions of Higher Learning.

Robertson, Claire; And Others

Signs: Journal of Women in Culture and Society; v13 n4 p792-812
Sum 1988

Surveys the following aspects of sexual harassment policies of 311 colleges and universities: (1) policies and procedures at public and private institutions; (2) creation of policies and procedures; (3) the complaint procedure; (4) effectiveness of

policies and procedures; (5) availability and distribution of information; and (6) definitions of sexual harassment. Policy recommendations are offered. (BJV)
DESCR: Grievance-Procedures; Higher Education; Policy Formation; School Policy; Sexual Harassment.

Colleges Advised to Develop Strong Procedures to Deal with Incidents of Racial Harassment.

Fields, Cheryl, M.

Chronicle of Higher Education; v34 n45 pA11-12 Jul 20 1988

Colleges should consider adopting specific policies for handling incidents of racial harassment. Campus policies for dealing with racial harassment "should be written, posted, and specific, and make a commitment that there will be no retaliation against a complainant." (MLW)

DESCR: Legal Responsibility; Policy Formation; Racial Bias; Racial Relations.

Gender in Education: Educational Policy in Australia and Europe, 1975-1985.

Byrne, Eileen, M.

Comparative Education v23 n1 p11-22 1987.

Examines reasons preventing effective policymaking and genuine reform in a number of countries. Measures policy change in education against stages in creation of new principles, implementation of new policy, change, and monitoring. (JHZ)

DESCR: Educational change; Educational policy; equal education; Policy formation; Sex differences.

The Unresolved Need for Research on Computers and Education.

Anderson, Ronald, E.

Education and Computing; v3 n1-2 p15-20 1987

This discussion identifies assumptions about the effects of computer learning activities upon students, and argues that more research is needed to justify the ongoing implementation of computer activities in education. Highlights include computer literacy, teacher training, and inequalities in socioeconomic groups and gender. Twenty-three references are provided.

DESCR: Computer Literacy; Curriculum Development; Educational Policy; Elementary Secondary Education; Equal Education; Higher Education; Policy Formation; Sex Bias; Socioeconomic Influences; Teacher Education.

Woman Professors Pressing to Close Salary Gap: Some Colleges Adjust Pay, Others Face Lawsuits.

McMillen, Liz

Chronicle of Higher Education; v33 n44 p1, 14 Jul 15 1987

The institutions making efforts to study and change faculty salary disparities for men and women are finding that determining what constitutes a fair salary review and adjustment is difficult. Other institutions are resisting making changes. (MSE)

DESCR: Court Litigation; Salary Wage Differentials; School

Policy; Sex Discrimination; Women Faculty.

Council Offers Sexual Harassment Policy Guidelines.

McMillen, Liz

Chronicle of Higher Education; v33 n16 p16 Dec 17 1986

The American Council on Education has published guidelines for institutions to use in establishing and carrying out policy on sexual harassment, addressing such issues as grievance procedures, dissemination of information about policy and claim resolutions, campus education programs, recordkeeping, and the use of a coordinator to handle reports of harassment. (MSE)

DESCR: Information Dissemination; Policy Formation; School Policy; Sex Discrimination.

Many Colleges Taking a New Look at Policies on Sexual Harassment.

McMillen, Liz

Chronicle of Higher Education; v33 n16 p1,16 Dec 17 1986

Prompted in part by a recent Supreme Court decision, colleges and universities are reexamining their policies on sexual harassment and are facing difficult ethical and civil liberties questions. Their goal is to eliminate harassing behavior without jeopardizing academic freedom or employees' due-process rights. (MSE)

DESCR: Academic Freedom; Civil Liberties; College Administration; College Faculty; College Students; Court Litigation; Due Process; Ethics; Higher Education; Sexual Harassment.

The Role of Women in Higher Education.

Sutherland, Margaret, B.

Higher Education in Europe; v10 n3 p47-55 Jul-Sep 1985

note: Summary of a Regional Seminar sponsored by UNESCO's European Centre for Higher Education and the Swedish National Board for Universities and Colleges (Uppsala, Sweden, Sept. 16-18, 1985).

Discussions during a seminar, whose participants came from North America and Europe, on trends and problems in the role of women in higher education are summarized. (MSE)

DESCR: Females; Higher Education; Sex Discrimination; Social Influences; Teacher Role; Women Faculty.

The Values Conflict in South African Investments: Is University Divestment the Answer?

Liberal Education; v72 n1 p57-61 Spr 1986, Kendall, Patricia, A.

When the university discusses the South African divestiture issue only in terms of legal fiduciary principles, it encourages the perception that it is neglecting its other, perhaps unique, political responsibilities. The university should at least develop strategies promoting policies based on equal respect for all persons and reject policies denying it. (Author/MSE)

DESCR: Investment; Moral Values; Policy Formation; Racial Discrimination; School Responsibility; Trusts-Financial.

From Tilton to Ewing: Some Major Higher Education Decisions of the Burger Court.

Chronicle of Higher Education; v32 n17 p10 Jun 25 1986

Some of the major Supreme Court decisions affecting higher education during Warren E. Burger's tenure as Chief Justice are outlined. His votes and those of Associate Justice William H. Rehnquist are noted. (MLW)

DESCR: Church-related Colleges; College Faculty; Due Process; Federal Aid; Fees; Higher Education; Policy Formation; Racial Discrimination; Sex-Bias; Sex Discrimination; Unions.

Sexual Harassment: A Liability Higher Education Must Face.

Journal of the College and University Personnel Association v34 n1 p1-9 Spr 1983, Ross, Cunthia, S.; Green, Vicki, A.

Some institutions of higher education have adopted policies prohibiting sexual harassment and set out procedures for resolving complaints and grievances. Until it is eliminated and becomes a taboo practice, there must exist some legal protection for both victims and unintended accomplices. (MLW)

DESCR: College Administration; Higher Education; National Surveys; Personnel Management; Sex Differences; Social Discrimination.

Race, Class, Gender, and the Teacher Education Curriculum.

34 p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Washington, DC, April 20-24, 1987).

Lynch, James

This paper outlines a holistic approach to the introduction of multicultural teacher education in an institution centrally committed to combating prejudice in its policies, procedures and practices. The components of a holistic approach are described as: (1) discourse with the community; (2) the preparation of a policy statement; (3) recruitment of faculty; (4) recruitment of students; (5) resources; (6) links with schools; (7) the curriculum; (8) teaching/learning strategies; and (9) assessment and evaluation approaches. At all stages, the interrelationship of these various components is underlined, and the role of cross-course coordinators is particularly emphasized. Drawing on work from the United States, an initial typography of professional development needs for teacher educators is proposed, comprising contextual, effective, cognitive, pedagogical, consequential, and experiential dimensions, at individual, institutional, and systemic levels. The stages in the development of multicultural teacher education are indicated, and the need for a systematic, normative, re-educative approach congruent with democratic values is underlined. (Author/JD)

DESCR: Affirmative-Action; Multicultural Education; Racial Bias; Sex Bias; Teacher Education Curriculum.

Trading Tradition. Issues Arising from an Evaluation of the Experiences of Female Apprentices in Male-Dominated Trades in the Hunter Region of New South Wales. Summary.

TAFE National Center for Research and Development, Payneham

(Australia) ISBN-0-86397-225-X, 33 p.

Noran, Patricia; And Others

A study examined the measures taken in seven colleges in the Hunter Region of New South Wales to promote the entry of women into nontraditional trades. Questionnaires were given to all female apprentices in nontraditional trades and a random sample of male apprentices in the same trades in 1983; all female apprentices who withdrew from training in these trades during 1981, 1982, and the first half of 1983; and all teachers in these trades who had females in their classes during 1983. Females did not face any more problems than males with mathematics in the trades. However, they received less information about career options than males before entering the male-dominated trades. Harassment was a problem for a significant number of female apprentices, with harassment and unfair treatment being more of a problem at work than at school. Male hostility toward women entering trades in which high male unemployment rates exist was also evident. Female apprentices faced particular problems in their access to and experience in nontraditional trades because of beliefs about the role of females in society, and certain practices designed to reduce these problems created the appearance of giving females special attention, thereby leading to even greater negative consequences for the women. Thus, when developing strategies to increase the access of females to nontraditional trades, policymakers and educators must realize that any strategy will have both positive and negative effects.

(MN)

DESCR: Apprenticeships; Females; Nontraditional Occupations; Sex-Fairness; Student Recruitment; Trade and Industrial Education.

Sexual Harassment: Issues and Answers. A Guide for: Education, Business, Industry.

Welszenbach, Lanora, Ed.; and others

College and Univ. Personnel Association. Washington, DC. ISBN-0-910402-74-4, 1986, 44 p.

Legal issues concerning sexual harassment are examined, and advice regarding policies and procedures are offered as an update to a publication released by the College and University Personnel Association (CUPA) in 1981. Training methods and programs and special policy considerations for higher education are also covered. Of major concern is sexual harassment by supervisors and by coworkers in the workplace or by faculty members of students and by students of other students on campus. The institution remains responsible for establishing an harassment-free environment. In developing a policy to prevent sexual harassment, important issues are the degree of specificity of definitions and situations and the question of consenting sexual relationships between student and faculty and/or employee and supervisor. Appendices include: Equal Employment Opportunity Commission Guidelines on Discrimination Because of Sex; a list of sexual harassment court cases; sample policies on sexual harassment from higher education, business, industry, and the federal government; a complaint or grievance form; a sexual harassment investigation checklist for managers; a model questionnaire on sexual harassment; actions recommended for

alleged victims of sexual harassment; descriptive information on 15 films; an updated 5-page bibliography of resources and articles on sexual harassment.

DESCR: College-Environment; Court Litigation; Employer-Employee Relationship; Personnel Policy; Sexual Harassment; Teacher-Student Relationship.

Dealing with Divestment

Coons, Christopher, A.

AAHE-Bulletin; p14-18 May 1986

Policy standards and actions that U.S. colleges and universities can follow concerning South Africa-related investment are discussed, based on a survey of 175 colleges.

DESCR: Banking; Backs; Business; College Role; Foreign Countries; Higher Education; Policy Formation; Social Action.

DIALOG FILE 211: NEWSEARCH

The Class That Deserves Cutting. (University of California, Berkeley ethnic studies curriculum) (column)

Leo, John

U.S. News & World Report v106 n21 p58(1) May 29, 1989

Learning How to Deal with the New American Dilemma: We Must Teach Our Students About Morality and Racism. (column)

Damon, William

Chronicle of Higher Education v35 n34 pB1 (3) May 3, 1989

Berkeley Sets Controversial Course: University of California Faculty Votes to Alter Curriculum to Include More On Minorities.

Marquand, Robert

Christian Science Monitor v81 n109 col2 p7 May 2, 1989

At Oberlin: Liberal Traditions. Intentions are No Guarantee of Racial Harmony. (Blacks and Whites on the Campuses Report)

Greene, Elizabeth

Chronicle of Higher Education v35 n33 pA31(2) April 26, 1989

At Penn State: Polarization of the Campus Persists Amid Struggles to Ease Tensions. (Blacks and Whites on the Campuses Report)

DeLougry, Thomas, J.

Chronicle of Higher Education v35 n33 pA30(2) April 26, 1989

At Texas: An Undercurrent of Hostility Amid Efforts to Promote Multiculturalism. (Blacks and Whites on the Campuses Report)

Mangan, Katherine, S.

Chronicle of Higher Education v35 n33 pA29(2) April 26, 1989

At Greensboro: Blacks Chafe at Stereotyping. White Students Assail Emphasis on Race. (Blacks and Whites on the Campuses Report)

Collison, Michele N-K

Chronicle of Higher Education v35 n33 pA28(2) April 26, 1989

DIALOG FILE 111: NATIONAL NEWSPAPER INDEX

Many Black College Athletes Express Feelings of Isolation.
Rhoden, William C.

New York Times v138 col5 pA1(N) pA1(L) April 6, 1989

Carnegie Mellon to Release Reports on Human Relations Issues.
(Carnegie Mellon University) (NEWS ADVISORY)
PR Newswire 0403PG012 April 3, 1989

Reviewing the Dartmouth Review. (various opinions about case involving alleged racist actions by student reporters.) (letter to the editor)

Howard, John, A.; Quade, Quentin, L.; Ahlseen, Mark
Wall Street Journal col 1 pA15(W) pA15(E) Jan 30, 1989

The case for an actual 'racism 101'. (courses in racism needed to counter rise in campus racism) (column)

Bowens-Wheatley, Marjorie
Christian Science Monitor v80 n129 col 2 p13 May 31, 1988

50 arrested in anti-racism protest at Columbia. (Columbia University)

Morgan, Thomas
New York Times v136 col 3 pB2(L) April 22, 1987

Columbia U. report confirms racial harassment.

Carmody, Deirdre
New York Times v136 col1 p16(N) pB2(L) April 23, 1987

Columbia to investigate a reported racial brawl. (Columbia College)

New York Times v136 col 3 pB2(L) March 23, 1987

Racism blamed for brawl at U. of Massachusetts.

Wald, Matthew L.
New York Times v136 col1 p7(N) pA12(L) Feb. 6, 1987

MIT tackles its stubborn racial problems: study provides picture of Black students' negative experiences.

Overbea, Luix
Christian Science Monitor v78 col 2 p6 Nov. 3, 1986

Top schools pose problems for blacks: number attending college drops amid reports of alienation.

Richburg, Keith B.
Washington Post v109 col4 pA1 Sept 13, 1986

Divestiture rejected: U. of California studies S. African holdings.

Gorney, Cynthia
Washington Post v108 col5 pA17 June 22, 1985

Churches and Colleges bid action on apartheid. (National Council of Churches, college presidents protest)
Saxon, Wolfgang
New York Times v134 coll p13(N) pA17(L) Jan. 9, 1985

Seeking a dialog by Koreans. blacks: workshop aims for reduced tensions with an increase in understanding.
Kim, Sophia
Los Angeles Times v103 SECTION V col 1 p8 June 8, 1984

No U-Md. mood of racial hate found: regents receive report.
Rains, Lon
Washington Post v106 coll pB4 Nov 19, 1983

Harvard University's minority policies - once praised - now draw fire: 'unpublished' report stirs blacks. Women to vent latent complaints.
Overbea, Luix
Christian Science Monitor v73 coll p8 Nov 25, 1980

Reassessing the roots. (the resurgence of black colleges) (campus racism - special report)
Dent, David J.
Playboy v36 p74(4) June, 1989

Disillusioned in the promised land. (campus racism - a special report)
Ellis, Trey
Playboy v36 p74(6) June, 1989

The new racism on campus. (Other Voices) (column)
Sowell, Thomas
Fortune v119 p115(4) Feb 13, 1989

Racism exists on Catholic campuses. study shows.
Taylor, Robin
Natlal Catholic Reporter v25 p28(1) Nov 18, 1988

Racial incidents reported at three U.S. colleges.
Jet v75 p28(1) Nov 14, 1988

Canon fodder: the joke's on Stanford. (Western Culture course 'revisions')
Glazer, Nathan
New Republic v199 p19(3) Aug. 22, 1988

Brown University establishes new race studies center.
Jet v74 p26(1) Aug 8, 1988

Minority report. (race relations on college campuses) (column)
Hitchens, Christopher
Nation v246 p666(1) May 14, 1988

A sign of the times? (racial tension at women's colleges)
Sullivan, Sharon
Savvy v8 p14(1) April, 1987

Racism on campus: beyond the Citadel
Aitken, Lee
People Weekly v26 p58(5) Dec. 15, 1986

UCLA effort aids students. (race relations attitudes) (column)
Nuestro v6 p11(1) June-July, 1982

DIALOG FILE 603: Newspaper Abstracts 1984-1989

Colleges plan to fight campus racism
Coons, Phyllis
Boston Globe (BG) Sec B, p25 col1 Jan 31, 1988
College administrators respond to reports about racist incidents on campuses.
DESCR: Colleges & universities--United States; Discrimination.

Inquiry at Citadel Says Record on Race is Good
New York Times (NYT) Sec Am p20 col6 Feb 17, 1987
Internal investigation at the Citadel reports race relations record at school to be satisfactory.
DESCR: Education Discrimination; Citadel Military Academy SC; Race Relations; Colleges & Universities--U.S.

No movement yet in UMass protest over racism issue
Gomez, Jim
Boston Globe (BG) p 33 col 2 Feb 14, 1988, (photograph)
Minority students at University of Massachusetts occupy Afro-American studies building to protest racism on the campus.
DESCR: Colleges & Universities--Massachusetts; Univ. of Mass.; Demonstrations and Protests--Mass.; Race Relations; Education Discrimination.

Stanford replaces studies called racist
Chicago Tribune (CT) Sec 1, p 4, col 1, Apr. 2, 1988
Stanford University faculty votes to replace Western culture requirement branded racist by black students with one that includes study of women and minorities.
DESCR: Colleges & Universities--California; Stanford University, CA; Race Relations.

UC Berkeley releases study of conservatism and racism.
McLeod, Ramon G.
San Francisco Chronicle (SF) p 8 col 1 Aug. 20, 1987
DESCR: Conservatism; Race Relations; University of California

Racism called a problem in New England colleges
Cohen, Muriel
Boston Globe (BG) p 5 col 1 Jan. 16, 1989
Report issued by the New England Board of Higher Education says racism at New England colleges accounts for some of the problems confronting minority students.

DESCR: Colleges & Univ.--U.S.--US; Race Relations; New England Board of Higher Education

Academia no sanctuary free of prejudice

Randolph, Carol

Washington Times (WT) Sec B, p 1 col 1 Apr. 27, 1988 (photograph)

Carol Randolph column about recent increase in number of reported racial incidents in U.S. college campuses.

DESCR: Colleges & Univ.--U.S.; Race Relations

Racial Shifts Challenge U.S. Schools

New York Times (NYT) Sec A, p 16 col 4 June 23, 1988 (chart)

Univ. of Chicago study says that urban desegregation has made little progress and that integrating black, Hispanic and Asian-American students in urban school systems may be just as difficult as integrating blacks and whites; statistics on shifts in numbers of minority groups in nation's largest school districts.

DESCR: Univ. of Chicago IL; Education Discrimination; Education & Schools--U.S.; Minority & Ethnic Groups; Race Relations.

Holes in the college safety net

Marquand, Robert

Christian Science Monitor (CSM) p 1 col 1 June 15, 1988

Failure of many U.S. colleges to retain black students and faculty examined; second in two-part series "Racism on Campus".

DESCR: Colleges & Univ.--U.S.; Race Relations; Education Discrimination; Series & Special Reports--Racism on Campus.

School colors: uneasy gray between black and white

Marquand, Robert

Christian Science Monitor (CSM) p 1 col 1 June 14, 1988

First of two-part "Racism on Campus" series focuses on media coverage and experiences of black and white students.

DESCR: Race Relations; Colleges & Univ.--U.S.; News Media; Series & Special Reports--Racism on Campus. (Photograph; Illustration)

UC Called Minefield of Racism

Curtis, Diane

San Francisco Chronicle (SF) Sec A, p 11 col 1 Oct. 5, 1988

Univ. of Calif. minority students report racist attacks and indifferences made by faculty and other students.

DESCR: Univ. of Calif; Minority & Ethnic groups; Discrimination; Colleges & Univ.--CA

Ethnic study plan splits Berkeley

Buursma, Bruce

Chicago Tribune (CT) Sec 1, p 25 col 1 Nov. 27, 1988

Racial unrest stirs campus of Univ. of Calif. at Berkeley; univ. considers requiring all students to take American cultures course focusing on four ethnic minority groups.

DESCR: Colleges & Univ.--CA; Race Relations; Univ. of CA at Berkeley; Minority & Ethnic Groups. (Photograph)

'Racist Disregard' Charged in Cancellation of CSUN Classes
Stewart, Robert W; Lerner, Patricia Klein; Johnson, John
Los Angeles Times (LAT) Sec 11, p 1 col 4 Apr. 30. 1988
Prof. Verne L. Bryant of Pan-African Studies Dept. at Cal State Northridge says university authorities who cancelled class in his dept. for alleged grade-buying acted with "racist disregard" in cancelling classes; Bryant, dept. chair, was not notified before matter was made public.
DESCR: Race Relations; Colleges & Univ.--CA; California State University at Northridge.

DIALOG FILE 1: ERIC - 66-89/ APR

Sex and Race Discrimination among University Faculty: A Case Study Showing Combined Effects.
Hoffman, Emily P.

Economics of Education Review, vol 1 n 4 p 437-52 Fall 1981
The effects of sex, race, experience, publications, and other variables on salaries were analyzed for all faculty and for a smaller subsample at a large public university. Sex discrimination accounted for 17 percent of the subsample's and 41 percent of all faculty's differences in males' and females' salaries. (RW)

DESCR: Case Studies; College Faculty; Higher Education; Publications; Salary Wage Differentials; School Surveys; Sex Differences; Sex Discrimination; State Universities; Teacher Salaries.

Bias Effects in Speech-Language Assessment and Decision-Making.

Grossman, Fred M; Franklin, N. Kathleen
Language, Speech, and Hearing Services in the Schools, v19 n2 p153-69 Apr 1988

The study examined the effects of a child's sex and socioeconomic status on referral, assessment, and decision-making by presenting hypothetical cases to 38 undergraduate speech-language pathology students for evaluation. Results suggested that some referral and assessment decisions may be biased solely by the child's sex and socioeconomic status. (Author/VW)

DESCR: Case Studies; Decision Making; Elementary Education; Higher Education; Language Handicaps; Placement; Referral; Sex Bias; Simulation; Social Bias; Socioeconomic Status; Special Education; Speech Handicaps; Speech Therapy; Student Evaluation; Therapists; Undergraduate Students.

A Study of Gender Discrimination in a Primary Programme of Teacher Training

Skelton, Christine

Journal of Education for Teaching, v13 n2 p163-75 1987

This article shows how one teacher education course inadvertently promotes sex discrimination in the professional socialization of students by transmitting three specific messages about the attitudes and capabilities of girls and boys.

DESCR: Case Studies; Foreign Countries; Higher Education; Instructional Materials; Preservice Teacher Education; Sex Discrimination; Sex Stereotypes; Teacher Attitudes

Racial Incidents Worry Campus Officials. Prompt U. of Massachusetts Study.

Collison, Michele N.K.

Chronicle of Higher Education, v33 n27 p1, 41-43 Mar 18, 1987

A campus report criticizes the University of Massachusetts' handling of a racial brawl after the 1986 World Series. It was the most violent of several racial incidents reported on college campuses this year. The report called for administrative and educational changes to improve the quality of life for Black students.

DESCR: Black Students; Case Studies; College Environment; College Students; Higher Education; Racial Attitudes; Racial Bias; Racial Relations; State Universities; Violence

Discrimination. Affirmative Action. and Women Academics: A Case Study of the University of New England.

Davies, Bronwyn

Vestes, v25 n2 p15-22 1982

Sex discrimination in employment is analyzed based on definitions developed through antidiscrimination legislation in Australia. Experiences at one university are used to illustrate how discrimination manifests and perpetuates itself in a cycle of attitudes, acts, and outcomes. Substantial data on employment patterns and practices are presented. (MSE)

DESCR: Affirmative Action; Case Studies; College Faculty; Equal Opportunities (Jobs); Faculty College Relationship; Foreign Countries; Higher Education; Legislation; Sex Discrimination; State Universities; Women Faculty

Students Protesting Racial Bias at U. of Massachusetts End Occupation of Campus Building after 5 Days.

Farrell, Charles S.

Chronicle of Higher Education, v34 n24 pA41,42 Feb 24 1988

The chancellor of the University of Massachusetts has reached agreement with Black student protesters who were angered by recent alleged racial incidents on campus. Demands included suspension of students and an employee involved in the incidents, cultural support, revision of the student code, and increased minority enrollments. (MSE)

DESCR: Activism; Black Students; College Presidents; College Students; Conflict Resolution; Educational Change; Higher Education; Minority Groups; Public Colleges; Racial Bias.

Stung by Racial Incidents and Charges of Indifference. Berkeley Trying to Become Model Integrated University.

Farrell, Charles S.

Chronicle of Higher Education, v34 n20 pA36-37 Jan 27 1988

The University of California at Berkeley, with a tradition of supporting social change, is openly confronting serious racial issues. Black students and others support the institution's new public stand against racism. (MSE)

DESCR: Blacks; Change Strategies; College Desegregation; College Environment; Higher Education; Organizational Change; Public Opinion; Racial Bias; Racial Discrimination; State Universities.

Reproducing Visible-Minority Exclusion from the Ontario School Curriculum: An Ethnography of Educational Processes.

Haughton, Harry S.

Dec 1986

26p.; Paper presented at the Annual Conference of the Ontario Educational Research Council (Toronto, Ontario, Canada, Dec 5-6, 1986)

This study examines how the Ontario (Canada) educational system serves Southeast Asians and West Indians. This is the most recent stage of a longitudinal study started about 16 years ago. The main purpose of the larger study is to examine the notion of curriculum as a social process of cultural selection engaged in by schools operating as the Ontario state's major agent of cultural transmission and acquisition. The 12 findings of the research reported represent the results of an extensive survey of the literature related to the under-achievement of these "visible minorities" in the school systems of Great Britain, the United States, and Canada. The study indicates that these groups have little input into the control of the curriculum process of Ontario schools. Other findings are: (1) despite the initiatives taken by most boards of education and the Ontario Ministry of Education in the area of multicultural education, the concept of anti-racist education has not been attended; (2) because of the failure of equity, the Ontario Ministry of Education is involved in preparing a provincial race relations (anti-racist) educational policy for all; (3) policymaking which would seek to eliminate any kind of racial, cultural, or sexual harassment in the schools has not been addressed; (4) education authorities have not conceded the limitations of multicultural education in the matter of staff development; (5) school-community relations are a one-sided flow from the school to the community, but not from the community to the school; (6) leadership continues to be defined from a Euro-Canadian perspective; (7) curriculum development and implementation are still matters which exclude visible minorities; (8) teacher and teacher training programs are inadequate for the multi-racial classroom; (9) guidance counselors have not been able to respond meaningfully to the visible minority student; (10) most boards of education and even the Ministry of Education itself have no policies or programs to guide personnel in responding to racial incidents; (11) cultural diversity and the implication for cognitive styles have begun to receive the serious attention which a society preaching multiculturalism should display; and (12) the education system has legitimated minority exclusion from the labor market altogether in times of high unemployment. (B2)

DESCR: Cultural Context; Curriculum Development; Educational Assessment; Educationally Disadvantaged; Equal Education; Ethnography; Foreign Countries; Higher Education; Low Achievement; Majority Attitudes; Minority Groups; Multicultural Education; Politics of Education; Social Discrimination; Subcultures.

Strategies and Techniques Educators Can Use to Help Combat Institutional Racism.

Sedlacek, William E.

1976

19p.

Research Report (143)

The approach used in two different public school systems to change white attitudes was discussed and evaluated at two conferences for public school educators in Maryland. One program discussed was conducted for a large suburban system with more than 160,000 students enrolled. The system had had many racial incidents over the years and was expecting a court ordered school desegregation plan to go into effect. The second school system discussed was a rural system with 17,000 students. It was just beginning to enroll blacks as the city's suburbs pushed outward. The model used in both these school systems consists of six stages. Stages in the model cover the following topics: (1) cultural and racial differences, (2) racism and how it operates, (3) examination of racial attitudes, (4) source of racial attitudes, (5) what can be done about behavior, and (6) behavior change. The importance of using black and white consultants or group leaders is discussed. The key to the whole model is that it is geared to results rather than intentions. Also, it focuses on long term outcomes. (Author/AM)

DESCR: Attitude Change; Behavior Change; Behavior Patterns; Blacks; Cultural Differences; Models; Public Schools; Racial Attitudes; Racial Differences; Racial Relations; Racism; School Desegregation; Whites

Non-Sexist Teacher Education Project Field Trial. Evaluation Report.

Stake, Bernadine Evans; Stake, Robert Earl

Apr 1980

85p.; Colored pages may not reproduce clearly. Research Report (143)

Five teacher training modules on the topic of sex equity in the classroom were evaluated during and following a field trial at ten universities. Evaluation consisted of observation of classrooms, interviews with instructors and students, and pretest posttest attitude scaling of the students. The inquiry was intended to reveal the perceived importance of the sex equity issues, the instructional activities of each classroom, the impact of the instruction, and the quality of the materials as perceived by teachers and students. Participants agreed that the issues were an important consideration in teacher education, and that more options should be open for children of both sexes. The attitude scale results showed small but consistent increases in these same directions from pretest to posttest. Discussions with participants are summarized, and copies of the evaluation instruments are included in this report. (JD)

DESCR: Attitude Change; Feminism; Higher Education; Instructional Materials; Learning Modules; Program Evaluation; Sensitivity Training; Sex Bias; Sex Fairness; Sex Stereotypes; Social Change; Student Attitudes; Teacher Attitudes; Teacher Education; Teaching Styles.

Position Paper (12): Project Description (141)

U.S.: Ohio Journal Announcement: RIESEP84

This paper proposes integrating "Intercultural Education" as a fundamental part of the overall school curriculum. Intercultural Education implies positive interactions between heterogeneous citizens including those with gender differences, handicaps, race differences, and socioeconomic differences. The basic philosophy of Intercultural Education simultaneously recognizes similarities and respects differences. It is based on the premise that if individuals are truly accepted for their own worth and more time and resources are placed on human effort, the problems of education in America would most likely decrease. An outline is given of how Intercultural Education may be brought into and implemented within the existing school curriculum in elementary through higher education. Teaching strategies are described for effectively achieving the goals of Intercultural Education. (JD)

DESCR: Cultural Interrelationships; Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Higher Education; Humanistic Education; Multicultural Education; Program Improvement; Teaching Methods

Factors in Programming College Experiences for Women.

Bennett, Stephanie M.; And Others

Journal of the NAWDAC, v44 n2 p29-36 Win 1981

Studied the perceived needs of women in higher education. Results showed educators did not generally recognize sex-specific educational differences. There is a need for women role models, women's educational planning, and career and personal counseling. Institutions must provide such options for women to be competitive. (JAC)

DESCR: Career Counseling; Educational Objectives; Higher Education; Program Development; Role Models; Sex Bias; Sex Differences; Student Needs; Womens Education

Children at Risk: The Work of the States.

Council of Chief State School Officers, Washington, D.C.
1987

17p.

Available from: Resource Center on Educational Equity, Council of Chief State School Officers, 400 N. Capitol St., N.W., Suite 379, Washington, D.C. 20001 (\$2.00)

This study of at-risk youth and children highlights the states' interest in this problem, sparked by changing demographics, new state educational reform policies, the concerns of business and industry, and increasing nations' awareness. The nature of at-risk youth is examined and the obstacles to meeting their needs are discussed. Findings are presented from surveys of the education agencies of all 50 states, the District of Columbia, Guam, and the Virgin Islands; and of the directors of 69 programs identified as successful by the states and territories. Numerous strategies and program components are revealed in profiles of successful programs. Among the far-reaching recommended goals and activities are the following: (1)

establish high quality educational programs for children from preschool to second grade; (2) provide a challenging curriculum; (3) provide alternative programs; (4) provide all students with skills training to promote employability; (5) assure an integrated school initiated community-home support system; (6) develop diverse cultural understanding; (7) promote the need for staff who reflect the cultures of the students; (8) improve teacher pre-service and in-service training; (9) initiate appropriate data collection systems; (10) provide services for pregnant and parenting teenagers; and (11) develop public education campaigns about the consequences of being at risk. (VM) DESC: Cultural Awareness; Demography; Dropouts; Early Childhood Education; Educational Improvement; Educational Strategies; Elementary Secondary Education; Enrichment Activities; Family Life Education; High Risk Students; Minority Group Children; Program Effectiveness; State Aid; Success; Urban Education; Youth

American Indian Studies: An Overview and Prospectus.

Jaimes, Annette M.

Wicazo Sa Review, v1 n2 p15-21 Fall 1985

8p.

American Indian Studies (AIS) faces many problems in its attempt to emerge as an academic discipline, but several activities, individuals, and concepts offer possible solutions. AIS is a conceptually rudderless discipline, isolated both within the academic environment and from its cultural roots, and functioning as career ladder for those who wish to "work with Indians" rather than providing intellectual pursuits for Indians themselves. The chief conceptual difficulty in creating an AIS discipline is the Euroamerican orientation of standard academic curricula with its "white studies" and European-derived processes and standards. Current programs and practitioners providing a basis for future development of AIS include: AIS programs in Colleges/universities in 22 states; emergence of AIS focused and controlled journals offering autonomous scholarly publishing; efforts to establish independent AIS-controlled book publishing enterprises; three generations of competent and innovative practitioners within and outside academic settings. The essential missing requirements for emergence of AIS as a discipline is a coherent alternative to "white studies." Efforts toward this include insistence on articulation of Native American perspectives vis-a vis the content of various disciplines, developing political and legal themes within a more Indian-specific depth, and cooperation with new internationalist Indian organizations which offer more universalized and less self-serving forums. (LFL)

DESC: Academic Education; American Indians; American Indian Studies; College Curriculum; College Programs; Cultural Differences; Culture Conflict; Educational Change; Educational Innovation; Educational Needs; Educational Philosophy; Higher Education; Intellectual Disciplines; Program Content; Program Design; Program Implementation.

For Many Freshmen. Orientation Now Includes Efforts to Promote Racial Understanding.

Collison, Mischele N-K

Chronicle of Higher Education, v35 n2 pA29 Sep 7 1988

Institutions are adding "cultural-diversity workshops" to their orientation sessions in hopes of promoting greater harmony on their campuses. The orientation session at the University of Michigan is described in which a panel of four students talk about their experiences at the university and then students break into small groups for frank discussions. (MLW)

DESCR: College Freshmen; Cultural Awareness; Higher Education; Orientation; Program Descriptions; Racial Bias; Racial Discrimination; Racial Relations; Workshops

Race, Class, and Gender and the Teacher Education Curriculum.

Lynch, James

1987

34p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Washington, D.C. Apr9-11 20-24, 1987)

This paper outlines a holistic approach to the introduction of multicultural teacher education in an institution centrally committed to combating prejudice in its policies, procedures, and practices. The components of a holistic approach are described as: (1) discourse with the community; (2) the preparation of a policy statement; (3) recruitment of faculty; (4) recruitment of students; (5) resources; (6) links with schools; (7) the curriculum; (8) teaching/learning strategies; and (9) assessment and evaluation approaches. At all stages, the interrelationship of these various components is underlined, and the role of cross-course coordinators is particularly emphasized. Drawing on work from the United States, an initial typography of professional development needs for teacher educators is proposed, comprising contextual, affective, cognitive, pedagogical, consequential, and experiential dimensions, at individual, institutional, and systemic levels. The stages in the development of multicultural teacher education are indicated, and the need for a systemic, normative, re-educative approach congruent with democratic values is underlined. (JD)

DESCR: Affirmative Action; Foreign Countries; Higher Education; Holistic Approach; Multicultural Education; Policy Formation; Preservice Teacher Education; Racial Bias; Sex Bias; Teacher Education Curriculum; Teacher Educators.

The History of the Project on Human Potential. Final Report

Herzig, Margaret McCarthy

Harvard Univ., Cambridge, Mass., Graduate School of Education.
Sep 1984

226p.; Paper from the Project on Human Potential.

A five-year project that used evidence from a variety of disciplines and cultures to develop a framework to help educational policymakers identify ways of achieving the full range of human potential in a given population is described. The project sponsor is an international non-profit institution dedicated to the cause of disadvantaged children and youth. It

supports innovative projects that develop community approaches to early childhood education and childcare, in order to help disadvantaged children to realize their potential. Cross cultural case studies of how teaching and learning take place in various cultures including Japan, India, China, Colombia, Egypt, and Africa were developed. Scholars from the disciplines of developmental psychology, philosophy, literature, political science, and biology wrote papers examining their respective disciplines and human potential. Information was also gathered about cultural features that shape human potential and its realization through interviews, cross cultural meetings, and workshops. Descriptions are provided of four commercially published volumes that resulted from the project. The report is arranged into seven sections; following an introductory chapter describing the history and goals of the project, separate sections are devoted to developments and progress occurring during each of the five years of the project. A concluding chapter is followed by appendices listing people involved with the project and a list of papers prepared for the project. (RM) and a list of papers prepared for the project. (RM)
DESCR: Biology; Case Studies; Cross Cultural Studies; Cultural Psychology; Educational Development; Elementary Secondary Education; Higher Education; Instruction; Intelligence; Interdisciplinary Approach; Learning Experience; Learning Processes; Literature; Philosophy; Policy Formation; Political Science; Presented at the Annual Meeting of the American Educational Research Association, (Washington, D.C.)

Out of the Classroom: A Chilly Campus Climate for Women?

Hall, Roberta M.; Sandler, Bernice R.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Oct 1984

22p.

Ways that women are frequently treated in their relationships with faculty, administrators, staff, and male peers in campus situations and settings outside the classroom are discussed. Problems are highlighted in the following areas: admissions and financial aid; academic advising and career counseling; projects with other students and with faculty; lab and field work; work study and campus employment; internships; health care; campus safety; residential, social, and cultural life; athletics; and student government and leadership. Climate problems frequently experienced by women from special groups (minority women, older women, and disabled women) are also discussed. Included are policy recommendations for administrators, general institutional recommendations, and general recommendations for individuals, as well as counseling, training programs, residential life, curriculum, leadership, the media, women from special groups, and students. The contributions that women's centers can make to help identify and meet women's needs are described. Also included are a checklist to help colleges evaluate and improve the out-of-class climate for women, a 26-item bibliography, and a list of resource organizations. (SW)

DESCR: Academic Advising; Change Strategies; College Environment;

Extracurricular Activities; Females; Health Services; Higher Education; Internship Programs; Interpersonal Relationship; Peer Relationship; Policy Formation; School Safety; Sex Bias; Student Employment; Student Leadership; Student Personnel Services; Teacher Student Relationship; Womens Athletics

Sexual Harrassment. An Employment Issue. A CUPA Monograph.

Deane, Nancy H.; Tillar, Darrel L.

College and University Personnel Association, Wash., D.C. 1981
77p.

A practical approach to the prevention of sexual harassment is considered, and a study of sexual harassment as perceived by victims, the courts, and the Equal Employment Opportunity Commission (EEOC) is presented. Attention is directed to the sociology of sexual harassment and to the following possible responses available to victims of harassment: acquiescing, declining but remaining silent, complaining through internal procedures, claiming unemployment compensation benefits after losing the job, pursuing state legal remedies, and filing a federal sex discrimination charge. Each possible response has negative consequences, and this places a victim in a double bind. Federal courts have addressed whether verbal and physical sexual advances are actionable under the central provision of Title VII of the Civil Rights Act of 1964. To understand the current position of the federal courts, some early and subsequent decisions are reviewed. The EEOC guidelines, which give a sweeping interpretation to the reach of Title VII in sexual harassment cases, are examined and presented. Attention is also directed to grievance procedures, sanctions, recordkeeping and reporting of sexual harassment, and students harassing students or employees. (SW)

DESCR: Administrative Policy; College Students; Court Litigation; Employer Employee Relationship; Federal Legislation; Females; Grievance Procedures; Higher Education; Personnel Policy; Policy Formation; Sex Discrimination; Sexual Harassment.

An Evaluation of Three Methods of Racism-Sexism Training in a University Student Orientation Program. Research Report No. 1-75

Troy, Warwick G.; And Others

Maryland University, College Park. Cultural Study Center.
1975

15p.

Three types of workshops dealing with racism and sexism were conducted for 1900 incoming university freshmen as part of their orientation program. The methods were a structured discussion model developed by Sedklacek and Brooks (1976), a Starpower simulation workshop, and a movie discussion group. Students were randomly assigned to one of the three workshops and their responses to a post-workshop questionnaire were compared, using analysis of variance and Scheffe post hoc tests. The conclusion as to which workshop was best depended on the criterion employed: if the criterion is how good students feel about the experience, Starpower appears best and the Model the worst; if the criterion is planning to do something about racism or sexism, the Movie workshop appears best; if it is asked which workshop resulted in

the most knowledge gained, the Model workshop is best. Findings highlight a classic problem in program evaluation: the tendency to view attitudes toward the experience as the criterion. Additional implications are discussed, and attitude test items, response data, and references are included. (SW)

DESCR: College Freshmen; Comparative Analysis; Discussion; Evaluation Criteria; Films; Higher Education; Institutional Research Projects; School Orientation; Sex Discrimination; Sex Stereotypes; Simulation State Universities; Student Attitudes; Teaching Methods; Workshops.

Sex Discrimination in Guidance and Counseling. Executive Summary
Harway, Michele; And Others

Higher Education Research Inst., Inc., Los Angeles, Calif.
Feb 1976

50p.; For related documents, see CG 011 298-99. HE 008 584 and HE 008 684 and EA 009 103-104

This report reviews sex discrimination in counseling and guidance in secondary and postsecondary education. Following a review of existing research and literature and a critical discussion of the state of knowledge in this area, the report presents implications for policy and modes to implement needed changes. The primary focus is vocational guidance and counseling. Personal-social counseling and mental health are examined briefly. Six issues are identified to reflect the areas of inquiry vital to sex discrimination in guidance and counseling: (1) socialization reflects the sex-role biases of the surrounding society; (2) the counselor training field reflects the biases and sex-role stereotypes of the larger society; (3) counselor trainers and training rationales may reinforce existing biases or produce attitudes and values that interfere with equitable counseling practices; (4) tests (personality, interest) and other source materials used to assess clients and assist them with their educational, vocational, and personal decisions reflect sex-role biases; (5) negative outcomes of counseling are reflected in educational and career decisions which indicate acceptance of sex-role stereotypes; and (6) existing counseling programs can be freed of sex biases through implementing new approaches in counselor training and procedures. The report presents implications and recommendations in the areas of socialization, self concept and sex-role attitudes, counselor training and characteristics, materials and theories, non traditional counseling, and research and legislative recommendations. (CKJ)

DESCR: Career Counseling; Career Guidance; Equal Education; Females; Higher Education; Policy Formation; Research Projects; Secondary Education; Sex Discrimination; Social Influences.

African students in China won't talk: identities kept secret in Nanjing; new unrest reported.

Holley, David

Los Angeles Times v108 SECTION 1 col 1 p5 Dec 29, 1988

China police said to beat Africans: reported attacks on students outside Nanjing follows a week of race violence.
New York Times v138 SECTION 1 col 1 p9(L) Jan 1, 1989

Mentor is more than a friend. (United Negro College Fund grant program) (column)
Evans, Olive
New York times v136 col 1 p16(N) p40(L) May 25, 1987

Black Mormon meets a barrier in the church that 'saved' her.
(Michelle Harris)
Reid, T.R.
Washington Post v109 col 1 pA3 Feb 28, 1986

Honing the fine art of give and take: the real world is the laboratory for Prof. Roger Fisher and his students. (Teaching for Peace - special supplement)
Marquand, Robert
Christian Science Monitor v78 col 2 pB3 Jan 31, 1986

Blacks: room everywhere but the top. (Sports in America: a time of change, part 5)
Pomerantz, Gary
Washington Post v106 col 2 pE1 July 14, 1983

Inspired by his famous forebear. Mahatma Gandhi's grandson takes a close look at racism in America. (Arun Gandhi)
Shapiro, Harriet
People Weekly v31 p257(2) March 6, 1989

Extremism on campus: symbols of hate. symbols of hope.
Howard, Evan Drake
Christian Century v104 p625(4) July 15, 1987

Richard Matthews column focuses on study done at the Univ of Maryland showing that killings of people by policemen have dropped and the difference has been the most dramatic in killings of blacks: Matthews hopes this shows a dead black man is just as important as a dead white one to a white homicide sergeant.
Matthews, Richard
Atlanta Journal (AJ) Sec A, p 18 col 2 October 21, 1986

The politics of Black Higher Education
Marable, Manning
Afro American (AF) Sec A, p 4 col 1 March 29, 1988

Land-grant College Legislation and Black Tennesseans: A Case Study in the Politics of Education.
Shannon, Samuel H.

History of Education Quarterly, v22 n2 p139-57 Sum 1982

Presents a case study discussing the problems faced by Blacks in the nineteenth century when they tried to get Black land-grant colleges established in Tennessee. The discriminative manipulation, against Blacks, of laws controlling land-grant college funding, and Black legal and legislative efforts to gain

access to higher education, are described. (AM)
DESCR: Black Colleges; Case Studies; Educational History;
Educational Legislation; Higher Education; Land Grant
Universities; Political Influences; Racial Discrimination

Exploring the Content and Structure of Cross-Cultural Attitudes.

Neimeyer, Greg J.; Fukuyama, Mary
Counselor Education and Supervision, v23 n3 p 214-24 Mar 1984

Describes an instrument designed to assess the content and structure of cultural attitudes. Methods of administration are described and analyses are illustrated by a case example of one counseling student before and after an introductory course in cross-cultural counseling. Applications to issues in research, counseling, and cross-cultural training are also discussed. (JAC)
DESCR: Attitude Measures; Case Studies; Counselor Attitudes; Counselor Training; Cultural Awareness; Graduate Students; Higher Education; Racial Attitudes

Civil Rights, Social Justice, and Black America. A Review of Past and Current Ford Foundation Efforts to Promote Racial Justice for Black Americans in Employment, Education, Housing, Political Participation, and Other Areas. Working Paper.

Walker, Lynn

Ford Foundation, New York, N.Y.

Jan 1984

56p.

For more than 15 years, the Ford Foundation has supported a substantial program to expand opportunity for Black Americans, and more recently, for America's other racial minorities and for women. This working paper summarizes the Foundation's past efforts and describes new initiatives being taken on behalf of these minorities, particularly blacks. The introduction to the report describes various racial incidents that led to the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. It then summarizes the Foundation's role in supporting subsequent civil rights activity. The next chapter surveys the situation of blacks in the areas of income, unemployment and under employment, education, and political participation, with supporting data presented in six tables. The current white retreat from the civil rights movement, and the difficulties threatening the civil rights infrastructure are then examined. The third chapter presents the Foundation's plans for grant-making activities in five areas: enhancing black political participation, safeguarding employment opportunities, revitalizing church leadership in social justice activities, strengthening the civil rights infrastructure, and consensus building among disadvantaged groups. The report concludes that what is now necessary is the slow, difficult, long-term task of consolidating the gains of the past and keeping our nation's focus on the important work that remains to be done. (CJH)

DESCR: Black Education; Black Employment; Blacks; Church Role; Civil Rights; Minority Groups; Organizations (Groups); Political Power; Racial Discrimination; Unemployment

Racism in the Public Schools: A Model for Change.
Sedlacek, William E.; Brooks, Glenwood C., Jr.
Maryland Univ., College Park. Cultural Study Center.
1973
16p.

As many interracial problems and issues are focused upon in the general society and in the education system, increasing numbers of counselors, educators, personnel workers, and the like, are being called upon to provide assistance. The Cultural Study Center at the University of Maryland, College Park, has developed an approach to working with racism in educational institutions which may prove useful to others attempting change in this area. The model is aimed primarily at changing white or white oriented institutions. In order to demonstrate the model, the approach used in two different Maryland school systems is discussed and evaluated. One program was conducted for a large suburban system, with more than 160,000 students enrolled, which had had many racial incidents and problems over the years, and was expecting a court ordered desegregation plan to go into effect shortly after the conference was held. A two day conference for 91 key central office staff and supervisors was held. The second conference, lasting for two and one half days, was held for 36 principals, vice principals, and some central office staff of a small, primarily rural system with 17,000 students. This system was just beginning to have increasing numbers of blacks and had had the beginnings of relatively mild confrontations between blacks and whites. (JM)

DESCR: Administrator Attitudes; Administrator Education; Attitude Change; Conferences; Consultation Programs; Educational Administration; Educational Change; Public Schools; Racial Attitudes; Racial Relations; Racism; Rural Schools; School Desegregation; School Districts; Social Change; Suburban Schools

The Role of the Newspaper in a Disadvantaged School.

Schrader, Steven
Bulletin of the Columbia Scholastic Press Advisers Association,
v26 n3 p3-5 Jan 1969
4p.

In a disadvantaged school, a newspaper with an unbiased policy of focusing on the school's conditions, problems, activities, and other information relevant to the students' interest will help to build the students' sense of self-respect, pride, and participation in the school. Editorials can stress outstanding local achievements as well as honest appraisals of current events, such as racial incidents or the Poor People's Campaign. All students should be encouraged to work for the newspaper which should be easily available to everyone. (JM)

DESCR: Current Events; Disadvantaged Schools; Disadvantaged Youth; Faculty Advisers; Journalism; Language Arts; School Newspapers; School Publications; Secondary Education; Staff Orientation; Student Interests; Student Participation; Urban Schools

Multicultural Early Childhood Resource Guide.

Dancy, Edith

New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

1983

51p.

Designed to provide teachers and administrators with a resource for integrating multicultural concepts into the standard early childhood program, this guide first reviews the value of programs such as Headstart and Followthrough, offers a philosophy of racial/ethnic pluralism, and states the purpose and objectives of this guide. Seven sections discuss the following topics in relation to multicultural considerations: (1) classroom and school ecology; (3) basic pupil characteristics; (4) How children learn; (5) suggestions for enriching instruction; (6) parent involvement; and (7) curriculum development. Instructions are provided for 22 multicultural activities structured to teach concepts, attitudes, and skills which may be lacking in the core curriculum. Suggestions for evaluating programs and activities are given along with guidelines for teaching in a multicultural setting. A 42-item annotated bibliography of multicultural resources is offered in addition to an 18-item annotated list of teaching materials available through the Educational Resources Information Center (ERIC) system. Concluding this guide are the names and addresses of 34 additional information sources. (EM)
DESCR: Classroom Environment; Cultural Activities; Cultural Awareness; Curriculum Development; Early Childhood Education; Enrichment; Interdisciplinary Approach; Learning Activities; Learning Modalities; Multicultural Education; Nonverbal Communication; Parent Participation; Program Development; Program Evaluation; Resource Materials; Self Concept; Student Characteristics

Project PASS: 1982-83 Final Technical Report and Appendixes

Totusek, Patsy

Austin Independent School District, Tex. Office of Research and Evaluation.

Jun 1983

147p.

The Austin Independent School District presents the 1982-83 final technical report of Project PASS, which employs the notion of cultural congruence in instruction or culture-specific instruction to explain the poor performance of black students in school. It encouraged teachers to change their perspective about black students who are not performing well in school. Before concluding something is wrong with the student, teachers are encouraged to analyse the instructional process. Project PASS has further acquainted teachers with the socialization practices of the black culture and the general learning styles emanating from it. A system for developing individualized learning programs for black students based on the concepts of the project was developed and piloted. The introduction, implementation, and impact of the project are discussed in a question/answer format. The appendixes (the greater part of the document) present and instrument description, which includes the purpose, procedure and

results, for the following: (1) Iowa Tests of Basic Skills, (2) Office of Student Affairs' Discipline File, (3) Special Education Management System File, (4) Principal Interview, (5) Project PASS Teacher Trainer Interview, (6) Project PASS Instructional Coordinator Interview (7) Administrator Survey, ect..

Elementary French Core Program Evaluation: Final Report.
Research Report 84-02.

Stennett, R.G.; Earl, L.M.

London Board of Education (Ontario). Educational Research Services.

1984

40p.

A study assessing the instructional effects of increasing core French instruction in grade 8 from 20 to 40 minutes daily looks at students' acquisition of language skills, attitudes, and cultural awareness. A random sample of two groups of 150 students was chosen and the groups were administered different tests. Subjects were chosen randomly from the same schools for four successive grade 8 cohorts, each year's group (from 1977-78 to 1982-83) having had increasing class time devoted to French instruction in grade 6 through grade 8. Data used included French language achievement and attitude tests and results of the grade 7 system-wide Canadian Test of Basic Skills. Only data on students exposed to the core French program were used for statistical tests. Results indicate that increasing the amount of instructional time produced significant improvements in most aspects of students' achievement in French. Students also generally showed increasingly positive attitudes toward French Canadians and learning French and have less anxiety about active participation in their French classes. Their knowledge of the French culture had not changed significantly. (MSE)

DESCR: Cultural Awareness; Foreign Countries; French Grade 6; Grade 7; Grade 8; Intermediate Grades; Introductory Courses; Junior High Schools; Language Attitudes; Language Skills; Language Test; Program Effectiveness; Program Evaluation; Scheduling; Second Language Instruction; Time Factors (Learning)

Disadvantaged Pupil Program Fund. Twelve Final Evaluation Reports. 1983-1984.

Cleveland Public Schools, OH. Dept. of Research and Analysis.

Jul 1984

143p.

This is a group of reports evaluating the 1983-84 results of twelve programs funded by the Disadvantaged Pupil Program Fund in the Cleveland Public Schools. The programs evaluated are (1) the Classroom Support Program; (2) the Cultural Enrichment Experiences Project; (3) the Internal Suspension Room Program, for dropout prevention; (4) the Emphasis on Latin American Cultures Projects; (5) Kindergarten Reinforcement; (6) Motivational and Self-Imagery Development/Job Development; (7) the Pilot Projects Component, for the adaptation of curriculum instructional methods and materials; (8) Project STAR (secondary), for the improvement of reading and vocabulary skills; (9) the Reading Impact program; (10) the Reinforcement

Science Skills Project; (11) the Resident Environmental Classroom, for outdoor education, and (12) Upward Reach, which provides counseling for the dropout-prone or institutional returnees. Each evaluation contains a program description, summary of services provided, program objectives, findings (including student achievement data), and recommendations for the future. (GC)

DESCR: Achievement Gains; Compensatory Education; Counseling; Cultural Awareness; Dropout Prevention; Educationally Disadvantaged; Elementary Secondary Education; Enrichment Activities; Instructional Improvement; Kindergarten; Latin American Culture; Material Development; Outdoor Education; Program Effectiveness; Reading Achievement; Science Education; Urban Schools

Working with ESL Preschoolers: Meeting the Needs of the Whole Child/

Chud, Gyda

1983

9p.; In TEAL Occasional Papers, v7 p61-68

An overview is provided of eight training sessions for teachers of pre-school children who are speakers of English as a second language (ESL). Developed by the Vancouver Preschool ESL Committee and a community college, the course had the following goals: (1) to explore teachers' cultural assumptions and understand how they affect relationships with people of other cultures; (2) to broaden teachers' understanding of the ways in which culture shapes the child's development; (3) to develop attitudes, knowledge, and skills to enable preschool staff to work more effectively with ESL families; (4) to increase awareness of first language acquisition processes and consider the implications of learning a second language at the preschool level; (5) to develop a program that reflects and enhances the multicultural nature of the preschool group; (6) to develop a program that enhances integration with the host culture; (7) to develop and extend language learning experiences in the preschool setting; and (8) to broaden the participants' perspective of school as an integral part of the education process and acquaint them with current trends and directions in the early childhood education and ESL fields.

DESCR: Cultural Awareness; Early Childhood Education; Educational Objectives; English (Second Language); Foreign Countries; Inservice Teacher Education; Language Acquisition *Limited English Speaking; Multicultural Education; Preschool Children; Program Descriptions; Program Development; Second Language Learning; Seminars

Washington State Johnson O'Malley Indian Education 1983-84 Annual Report.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Dec 1984 65p.

In 1983-84, Johnson O'Malley Indian education programs operated in 17 public schools and 2 tribal preschools in Washington state, serving 1,386 students with a budget of \$222,421. The overall

objectives of the programs for Indian students were to increase reading and math proficiency, improve the high school graduation rate, promote cultural and ethnic awareness activities, provide individualized tutoring, increase participation in extracurricular activities, provide incentives for special achievement, and encourage closer contact between teachers and parents. Evaluation of the objectives showed mean achievement scores (reported as Normal Curve Equivalents) up 2.6 points in reading and 5.8 points in math over 1983 scores. The high school dropout rate was 1.7% compared with 13% in 1983. Cultural activities were reported by 42% of the programs, a decrease of 25% from 1983. Individual tutoring sessions totaled 27,127 or an average of 173 sessions per child. Indian students participated in various extra-curricular activities including student government, band and athletics. The incentive program for special achievement distributed 1,333 awards. Closer contact between teachers and parents was promoted by numerous activities including a 3-day workshop for parents. The report provides a directory of the 19 Johnson O'Malley programs and includes their specific objectives and evaluations. (JHZ)

DESCR: American Indian Education; Attendance Patterns; Cultural Awareness; Dropouts; Educational Finance; Educational Objectives; Elementary Secondary Education; Extracurricular Activities; Federal Programs; High School Graduates; Mathematics Achievement; Parent Participation; Parent School Relationship; Program Descriptions; Program Effectiveness; Reading Achievement; Recognition (Achievement) Tutorial Programs

110/5/1

EJ390034 UD514223

Meritocracy and Diversity in Higher Education: Discrimination against Asian Americans in the Post-Bakke Era.

Wang, L. Ling-Chi

Urban Review, v20 n2 p189-209 Fall 1988

Theme issue with title "Racial and Ethnic Issues in Higher Education."

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJSEP89

Examines recent changes in admission patterns and policies of some of the most prestigious American institutions of higher education, with particular reference to the University of California-Berkeley. Assesses the impact of these changes on Asian Americans and the principle of meritocracy. (FMW)

Descriptors: Admission Criteria; *Asian Americans; *College Admission; Competitive Selection; Educational Discrimination; Enrollment Trends; Higher Education; Quotas; *Racial Discrimination; *Selective Admission; Statistical Analysis; *Urban Schools

Identifiers: Asian American Students; *Meritocracy; University of California Berkeley

110/5/2

EJ390032 UD514221

Exclusion of the Majority: Shrinking College Access and Public Policy in Metropolitan Los Angeles.

Orfield, Gary

Urban Review, v20 n2 p147-63 Fall 1988

Theme issue with title "Racial and Ethnic Issues in Higher Education."

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJSEP89

Utilizes data from the Metropolitan Opportunity Project to examine trends in White and minority experiences in the high schools, community colleges, and universities of Los Angeles (California) since the mid-1970s. Concludes that Black and Hispanic access to higher education has been severely hampered. (FMW)

Descriptors: *Access to Education; Black Students; *College Admission; Community Colleges; Dropout Rate; Educational Discrimination; Educational Policy; *Enrollment Trends; Equal Education; Ethnic Discrimination; Higher Education; High Schools; Hispanic Americans; *Minority Groups; Public Policy; Racial Composition; Racial Discrimination; School Statistics; Secondary Education; Statistical Analysis; Universities; Urban Areas; *Urban Schools; White Students

Identifiers: *California (Los Angeles); Hispanic Students; *Policy Implications

110/5/3

EJ389453 RC507309

Hispanic American Women in Higher Education: A Consideration of the Socialization Process.

Ortiz, Flora Ida

Aztlan: A Journal of Chicano Studies, v17 n2 p125-52 Fall 1986

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); REVIEW LITERATURE (070)

Journal Announcement: CIJSEP89

Studies higher education practices to recruit and retain Hispanic women. Examines college experiences of two classifications of Hispanic women at University of California: those who had attended private or specialized public schools and those who attended general private or public schools. Suggests Hispanics not readily accepted, causing low retention. (TES)

Descriptors: Academic Persistence; Ethnic Bias; Females; *Higher Education; *Hispanic Americans; Interviews; *School Holding Power; *Sex Bias; Student Attrition; Student Recruitment; Withdrawal (Education); *Womens Education

Identifiers: *University of California

110/5/4

EJ385599 HE524726

Is "Black Achievement" an Oxymoron?

Fullilove, Mindy; And Others

Thought and Action, v4 n2 p5-20 Fall 1988

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUL89

A discussion of belated efforts to address the national problem of underrepresentation of Blacks in medicine and medical education notes the effectiveness of a California program that emphasizes both racial non-segregation and excellence. (MSE)

Descriptors: *Access to Education; *Allied Health Occupations Education; *Black Achievement; Blacks; *Educational Discrimination; Higher Education; *Medical Education; Medicine; Program Effectiveness; *School Holding Power

Identifiers: University of California Berkeley; *University of California San Francisco

110/5/5

EJ382423 HE524793

Sweeping Curricular Change Is Under Way at Stanford as University Phases Out Its 'Western Culture' Program.

Mooney, Carolyn J.

Chronicle of Higher Education, v35 n16 pA1,11-13 Dec 14 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)

Journal Announcement: CIJMAY89

In March, after two years of debate that followed complaints by minority students, Stanford's faculty voted to replace the university's year-long Western culture requirement with a new requirement called "Cultures, Ideas and Values." Courses will be required to give attention to the issues of race, gender, and class. (MLW)

Descriptors: *College Curriculum; College Faculty; College Students; Cultural Awareness; *Curriculum Development; *Educational Change; Ethnic Studies; Higher Education; Minority Groups; *Non Western Civilization; Program Descriptions; Reading Material Selection; *Required Courses; Tokenism; *Western Civilization

Identifiers: Great Books Curriculum; *Stanford University CA; University of California Berkeley

110/5/6

EJ372304 HE524134

Declines in Minority Access: A Tale of Five Cities.

Orfield, Gary; Paul, Faith

Educational Record, v68 n4 v69 n1 p56-62 Fall-Win 198 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT88

A study of enrollment patterns in five major metropolitan areas, that reveals barriers impeding Black and Hispanic access to two- and four-year institutions, is discussed. Causes of shrinking access include segregation in schools, increasing college costs, inadequate assistance to unprepared students, and lack of commitment to equal opportunity. (MLW)

Descriptors: *Access to Education; Blacks; Comparative Analysis; *Enrollment Trends; Equal Education; Higher Education; Hispanic Americans; *Minority Groups; School Segregation; Student Costs; Two Year Colleges; Undergraduate Study; *Urban Areas

Identifiers: California (Los Angeles); Georgia (Atlanta); Illinois (Chicago); *Metropolitan Opportunity Project; Pennsylvania (Philadelphia); Texas (Houston); University of Chicago IL

110/5/7

EJ349726 JC504416

Equity with Excellence.

Smith, Joshua

Community, Junior and Technical College Journal, v57 n4 p22-24 Feb-Mar 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUN87

Reviews the status of minority students in California's educational system, pointing to high dropout rates, community college enrollment trends, and social factors. Highlights the correlation between educational performance and expectations, urging a well-orchestrated effort focusing on guidance, retention, and standards of excellence across all educational levels. (DMM)

Descriptors: *Academic Standards; *Affirmative Action; Community Colleges; Dropout Prevention; Dropouts; *Educational Trends; Enrollment Trends; *Equal Education; *Minority Groups; *School Responsibility; Secondary Education; Social Influences; Two Year Colleges

Identifiers: *California

110/5/8

EJ347559 HE521911

How Four Predominantly White Colleges Succeed in Retaining Black and Hispanic Students.

Collison, Michele N-K

Chronicle of Higher Education, v33 n22 p31,34 Feb 11 1987

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAY87

Minority-student retention efforts at Boston College, California State University at Fresno, the University of North Carolina at Greensboro, and Purdue University are analyzed. Key factors common to all four institutions' retention efforts are identified: well-defined policy, high level of commitment, comprehensive student services, and dedicated staff. (MLW)

Descriptors: *Black Students; *College Students; Higher Education; *Hispanic Americans; Program Descriptions; *School Holding Power; *Student Attrition

Identifiers: Boston College MA; California State University Fresno; *Educational Testing Service; Purdue University IN; University of North

Carolina Greensboro

110/5/9

EJ285768 RC505194

Chicanos and Higher Education: A Review of Selected Literature.

Haro, Carlos Manuel

Aztlan--International Journal of Chicano Studies Research, v14 n1 p35-77 Spr 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJDEC83

Surveys selected literature pertaining to Chicanos and higher education with emphasis on publications appearing between 1969 and 1979 and on materials dealing with California. Summarizes and synthesizes the information pertaining to the access, presence, status, participation, and attrition of Chicanos in higher education; admission criteria; and the post-Bakke era. (SB)

Descriptors: Academic Achievement; Access to Education; Admission Criteria; Educational Opportunities; Educational Research; Enrollment; Enrollment Trends; *Higher Education; *Mexican American Education; Minority Groups; School Holding Power; Student Attrition

Identifiers: Bakke vs Regents of University of California; *California; *Chicanos

110/5/10

EJ279731 HE516934

Estudio/Survey: What Higher Education Does (and Doesn't Do) for Hispanics.

Schlef, Aileen; And Others

CASE Currents, v9 n4 p14-17 Apr 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJAUG83

A survey in Southern California to determine how higher education is responding to the needs of Hispanics is described. The goal was to find out what institutions were doing to recruit Hispanics, retain them until graduation, help them transfer from two-year to four-year institutions, and raise funds. (MLW)

Descriptors: Administrators; College Administration; *Fund Raising; *Higher Education; *Hispanic Americans; Interviews; Sampling; *School Holding Power; *Student Recruitment; Surveys; *Transfer Policy

Identifiers: California

110/5/11

EJ229205 UD507951

Admissions and Retention Problems of Black Students at Seven Predominantly White Universities.

Smith, Donald H.

Metas, v1 n2 p22-46 Spr-Sum 1980

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJDEC80

Interviews were administered to Black students, faculty, and administrators and to White faculty and administrators to: (1) identify

problems related to retention of Black undergraduates and propose strategies for resolving retention problems; and (2) make recommendations regarding the responsibilities of predominantly White institutions in assuring opportunities to Black students. (Author/GC)

Descriptors: Administrator Attitudes; *Black Students; Change Strategies; College Admission; *Dropouts; Faculty Integration; Higher Education; Racial Relations; *School Holding Power; Social Environment; Student Teacher Relationship; Teacher Attitudes; *Universities

Identifiers: Duke University NC; Harvard University MA; Rutgers the State University NJ; Stanford University CA; University of California Los Angeles; University of Chicago IL; University of Michigan

110/5/12

EJ211360 HE511887

Ethnic Studies: A Springboard, Not a Trap.

Dreyfuss, Joel

Change, v11 n7 p13-15 Oct 1979

Available from: Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR80

The unique program offered at Dakes College, at the University of California at Santa Cruz, attempts to capitalize on the ethnic and cultural differences of minority students while offering them remedial instruction and support services to enable them to compete with majority students within the California System. (JMF)

Descriptors: *College Students; *Cultural Pluralism; Educational Philosophy; *Ethnic Studies; Higher Education; Innovation; *Minority Groups; Remedial Instruction; *Remedial Programs; State Colleges

Identifiers: Dakes College CA; University of California System

110/5/13

EJ205708 UD507089

The Black Education Strategy in the 1970s.

Walters, Ronald; Smith, Robert C.

Journal of Negro Education, v48 n2 p156-70 Spr 1979

Available from: Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJNOV79

Data from two surveys are used to draw conclusions about the Black student movement of the sixties, to speculate on future directions of Black student thought and behavior, and to discuss the possible impact of these students on the Black community and the larger political system. (Author/EB)

Descriptors: *Black Education; Black Power; *Black Students; Black Studies; Economic Factors; Educational Opportunities; Essays; *Futures (of Society); Higher Education; *Political Attitudes; *Social Attitudes; *Student Alienation; Student Attitudes

Identifiers: Bakke v Regents of University of California

110/5/14

EJ192654 HE510656

The Student Experience.

Green, Kenneth C.; McNamara, Patricia P.

New Directions for Higher Education, v6 n3 p29-40 1978

Available from: Reprint: UMI

Language: ENGLISH

Journal Announcement: CIJAPR79

Understanding the experience of minority students in graduate school requires moving beyond traditional quantitative data and listening to them voice their concerns. Interview data are reported for student family background, graduate and professional school experience, career and commitment, admissions issues, and reactions to Bakke. (Author/LBH)

Descriptors: Admission Criteria; Alienation; Blacks; *Graduate Students; Higher Education; Interpersonal Relationship; *Minority Groups; *Racial Discrimination; *Student College Relationship; *Student Experience

Identifiers: Bakke v Regents of University of California

110/5/15

EJ028598 UD500725

Revelancy in Teaching and Learning Swahili

Coleman, Beverly

Black World, 19, 12, 11-24 Oct '1970

Language: ENGLISH

Journal Announcement: CIJE1971

Discusses the usage of Swahili and other languages in Africa and outlines an experimental college curriculum for teaching Swahili and related African studies. Includes a bibliography of available texts in the area. (JH)

Descriptors: African Culture; African Languages; African Literature; *Black Studies; *College Curriculum; *Instructional Materials; Relevance (Education); *Swahili; *Teaching Methods

Identifiers: California

110/5/16

EJ006020 UD500119

Berkeley's Ethnic Studies College

Heath, G. Louis

Integrated Educ, 7, 4, 17-23 1969 Jul-Aug 1969

Language: ENGLISH

Journal Announcement: CIJE1969

Descriptors: *College Curriculum; Community Involvement; *Curriculum Development; Degree Requirements; *Ethnic Studies; Student Participation

Identifiers: Third World; University of California; University of California Berkeley

110/5/17

ED307821 HE021929

Assessing the Knowledge That Educators Have about College-Related Information for Students in Four-Year Public High Schools.

Carrasco, Jose A.

Aug 1988

51p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIENOV89

The results of a survey measuring the knowledge that 173 credentialed educators in selected California four-year public high schools had about the academic entry requirements for California two- and four-year public colleges are presented. College-related information relevant to academic

entry requirements is not reaching those students who need it most, and a significant number of students, including minorities, otherwise academically eligible for admission to California two-year and four-year public colleges are not receiving the needed information to make rational career decisions about their educational futures. Sample data for the study were collected via a questionnaire: "The Flow of College-Related Information for Students in High School Settings: An Organizational Perspective." Findings indicate only a small number of the educators sampled were actually knowledgeable about the 1987-88 and 1988-89 academic entry requirements needed to qualify first-time freshmen for California public colleges. Four suggestions for educators are as follows: high schools should establish a specific goal for increasing the number of eligible students continuing on to California public colleges; high schools should try to distribute college information to all credentialed and non-credentialed personnel working with general education, vocational, and college-preparatory level students; educators should be provided factual information to make them aware of the large number of potentially eligible Hispanic/minority students who fail to enter college because of lack of information; and high schools should consider the benefits of modifying the functions of counselors and classroom teachers. Tables are included. Contains 51 references. (SM)

Descriptors: *Access to Education; Admission Criteria; *College Admission; College Applicants; College Attendance; *Enrollment Influences; Equal Education; Guidance Personnel; Higher Education; High School Graduates; Hispanic Americans; Minority Groups; *Noncollege Bound Students; Public Colleges; Secondary School Teachers; State Surveys; Teacher Responsibility; Two Year Colleges

Identifiers: *California

110/5/18

ED303106 HE022132

California College-Going Rates. 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools. Report 88-26.

California State Postsecondary Education Commission, Sacramento.

Jun 1988

72p.

Available from: Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN89

Government: State

The eleventh annual report on the flow of students from high school to higher education in California is presented, showing that 56.2% of California's 1986-87 high school graduates aged 19 and under enrolled in its institutions of higher education in fall 1987. The number of high school graduates increased about 6% in 1986-87, which was accompanied by an increase in the number of new freshmen at the University of California (UC), California State University (CSU), and California independent colleges and universities, but not at the California community colleges. The UC participation rate decreased to 7.7% from 7.9% after having increased steadily over 10 years; CSU rose from 10.2% to 10.7%, the highest

in the past 14 years; the community colleges dropped from 36.3% to 34.4%, possibly as a result of improved reporting; and the rate for California's independent colleges and universities remained at 3.4% for the 47 institutions reporting. The proportions for Asian, Filipino, and Hispanic students were slightly larger in fall 1987 ethnic distribution than in fall 1986, while proportions for American Indian, Black, and White students were all smaller. Black and Hispanic youth continue to be seriously underenrolled in higher education. Appended are tables showing: (1) percentages of recent high school graduates enrolling in each segment of California higher education by county and year (1976, 1978, and 1980-87), and (2) ethnic distribution of 1986-87 graduates of public California high schools by county and of fall 1987 first time freshmen at California institutions of higher education by county and sex. Contains 12 references. (SM)

Descriptors: Academic Aspiration; American Indians; Asian Americans; Blacks; College Admission; *College Attendance; *College Bound Students; College Students; Enrollment Influences; *Enrollment Trends; Ethnic Groups; Filipino Americans; Higher Education; High School Graduates; High Schools; Hispanic Americans; *In State Students; State Surveys

Identifiers: *California; California Community Colleges; California State University; University of California

110/5/19

ED299841 HE021146

Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices.

Clewell, Beatriz C.; Ficklen, Myra S.

Educational Testing Service, Princeton, N.J.

Jun 1986

162p.

Report No.: ETS-RR-86-17

Available from: Educational Testing Service, Princeton, New Jersey 08541.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEMAR89

Programs and policies at four-year majority white institutions with good minority retention rates are examined, and factors contributing to their success that are adaptable to other sites are identified. Identification of the institutions used in the study was based on an objective statistical procedure and expert nomination. The four institutions chosen were Boston College, California State University at Fresno, University of North Carolina at Greensboro, and Purdue University Minority Engineering Program. An introduction to the report provides a statement of the problem; review of the literature (student characteristics and behavior and environmental factors); and a summary of the study including descriptions of the two methods used to select the institutions and synthesis of results from methods one and two). Case studies focus on the following: Boston College (the institution, African American/Hispanic/Asian/Native American student programs, and conclusions); California State University (the institution, access and retention, special programs, support services, and conclusions); Purdue University (the institution, the Schools of Engineering Minority Engineering Program, and conclusions); and University of North Carolina (the institution, access and retention, and conclusions). Findings focus on: differences among institutions and programs; characteristics of

successful retention efforts; a model for developing effective minority retention programs; and a broader perspective of minority retention. It is concluded that retention includes motivating students to aspire to higher education, preparing them for the rigors of a college career, assisting them to matriculate, helping them finance their education, and offering academic and personal support during their college years. Ninety-eight appendices provide details on the programs at each institution. Tables are included. Contains 56 references. (SM)

Descriptors: Access to Education; Civil Rights; College Attendance; *Educational Opportunities; *Equal Education; Higher Education; *Minority Groups; Models; *School Holding Power; School Policy; Student Attrition

Identifiers: Boston College MA; California State University Fresno; Purdue University IN; University of North Carolina Greensboro

110/5/20

ED297659 HE021627

Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1986 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988. Report 88-11.

Pickens, William H.

California State Postsecondary Education Commission, Sacramento.

Mar 1988

14p.

Available from: Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN89

Government: State

A study of eligibility for freshman admission among California high school graduates was conducted by contacting all schools offering high school diploma programs. The schools were given instructions on selecting a random sample of graduates' transcripts from each graduating class. The 1,160 responding schools submitted 15,973 transcripts, or 6.9% of the 1985-86 graduating class. Following a discussion of the definition of eligibility (eligibility on the basis of grade point average was used, with the successful completion of college entrance examinations also required in some cases), major findings are reported in the following areas: (1) overall estimate compared to Master Plan guidelines (14.1% were eligible for admission, compared to the estimate of 12.5%); (2) large differences in eligibility that persist among ethnic groups; and (3) differences in eligibility between urban and rural areas. Charts display differences by sex, ethnic group and urban versus rural areas. Differential eligibility rates by ethnicity and by region are discussed as statewide issues, while overall estimates and resulting enrollment pressures are discussed as university policy issues. (KM)

Descriptors: Administrative Policy; *Admission Criteria; Asian Americans; Black Students; *College Admission; *Eligibility; Grade Point Average; Higher Education; High School Graduates; Hispanic Americans; Mail Surveys; Sex Differences; Statewide Planning

Identifiers: *California

ED297658 HE021626

Standardized Tests Used for Higher Education Admission and Placement in California during 1987. The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 88-14.

California State Postsecondary Education Commission, Sacramento.

Mar 1988

118p.

Available from: Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN89

Government: State

Brief summaries are provided for each of the standardized tests used in California for college admissions and placement, in accordance with the law requiring the filing of financial disclosure and test materials and data for any tests administered to as many as 3,000 persons in the State. The summaries provide narrative and tabulated data concerning the number of persons (by sex and ethnic group, in most cases) having taken the test, the subjects covered by the test, and mean scores. Part 1 describes five tests for undergraduate colleges: the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test; the Scholastic Aptitude Test and College Board Achievement Tests; the American College Test; the Test of English as a Foreign Language; and the Advanced Placement Examinations. Part 2 describes four tests for graduate and professional schools: the Graduate Record Examinations; the Graduate Management Admission Test; the Law School Admission Test; and the Medical College Admission Test. Appended are the California Senate bill requiring disclosure, and the financial disclosure data and additional information provided by the test sponsors which comprise 70% of the document. The document contains 38 references. (KM)

Descriptors: Advanced Placement; Aptitude Tests; Asian Americans; Black Students; Business Administration Education; *College Admission; *College Entrance Examinations; English (Second Language); Ethnic Groups; Graduate Study; Higher Education; Hispanic Americans; Language Skills; Legal Education (Professions); Mathematics Skills; Medical Education; Norm Referenced Tests; Scores; Sex Differences; *Standardized Tests; *State Legislation; *Student Placement; Test Norms; Undergraduate Study

Identifiers: *California

110/5/22

ED295710 JC880278

Update of Community College Transfer Student Statistics, Fall 1987. University of California, the California State University, and California's Independent Colleges and Universities. Commission Report 88-15.

California State Postsecondary Education Commission, Sacramento.

Mar 1988

59p.; For the fall 1986 report, see ED 285 632.

Available from: Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Third Floor, Sacramento, CA 95815-3985.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California
 Journal Announcement: RIENOV88
 Government: State

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California and the California State University (CSU). The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1987 transfers, which included fall-term data from California's regionally accredited independent colleges and universities, indicated that: (1) 5,465 students transferred from the community colleges to the UC system, a 12.5% increase over the previous year and the largest total number of transfers to the UC since 1979; (2) transfers to the CSU system increased 1.8% over fall 1986 to reach a total of 28,252 students; (3) transfers to private colleges and universities grew by 26% over the prior year, representing a total of 8,086 students; (4) 22% of the baccalaureate degrees awarded by the UC in 1985-86 and 30% of those awarded by the CSU went to community college transfer students; (5) 51% of the transfers to UC were men, while 52% of the transfers to CSU were women; (6) Asian students continued to be the largest ethnic group transferring to UC, comprising 14% of the transfers, while Hispanic students, at 11.2%, were the largest ethnic minority transferring to CSU. (HDB)

Descriptors: Academic Achievement; Age; Asian Americans; Black Students; *College Transfer Students; *Community Colleges; Comparative Analysis; *Enrollment Trends; *Ethnic Groups; Females; Graduation; Higher Education; Majors (Students); Males; Mexican Americans; State Colleges; State Surveys; State Universities; Trend Analysis; *Two Year College Students
 Identifiers: *California

110/5/23
 ED291312 HE021179

Major Gains and Losses. Part Two. A Staff Report on Shifts since 1976 in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities. Commission Report 87-26.

California State Postsecondary Education Commission, Sacramento.
 Sep 1987

110p.; For Part One, see ED 235 728.

Available from: California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL88

Government: State

Degree trends in 21 general fields of study and selected majors within the fields are reported for the University of California and California State University. Included are: changes in the number of degrees awarded from 1976-1977 through 1985-1986; the numbers of degrees awarded and percentage changes in specific majors; and changes in men's and women's interests and the increase of women in historically male-dominated specialties and similar data for ethnic minority and foreign students. Detailed descriptions of changes in student degree patterns for 1976-1977 and 1980-1981 and for 1981-1982 and 1985-1986 are reported by discipline, sex, ethnicity, and resident status for both the public universities. Appended are detailed graphic displays for each 5-year period and

information on gains and losses for each discipline for men and women, minority and majority students, and resident and foreign students. Findings include: from 1976 to 1985, the number of bachelor's and doctoral degrees increased by 3.5% and 4.7%, respectively, while the number of master's degrees declined by 5.7%; and enrollments shifted away from programs in the humanities, letters, and social sciences and into business, computer science, and engineering. (SW)

Descriptors: *Bachelors Degrees; College Programs; Degrees (Academic); *Doctoral Degrees; Enrollment Trends; Females; Foreign Students; Higher Education; Intellectual Disciplines; *Majors (Students); Males; *Masters Degrees; Minority Groups; Nontraditional Occupations; *State Universities; Student Characteristics; Trend Analysis

Identifiers: California; *California State University; *University of California

110/5/24

ED291311 HE021178

California College-Going Rates, 1986 Update. The Tenth in a Series of Reports on New Freshmen Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools.

California State Postsecondary Education Commission, Sacramento.

Sep 1987

72p.

Report No.: CPEC-B7-38

Available from: California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL88

Government: State

Trends in college-going rates in California since 1974 are reported for the three public segments of California higher education. Also considered are trends in enrollment by counties and changes in the ethnicity of first-time freshmen compared with that of high school graduates. Statewide college-going rates for high school graduates during 1974-1986 are presented for the University of California, the California State University, the California community colleges, and the private colleges. Enrollments are reported for six ethnic groups (Asian, Filipino, Hispanic, Black, American Indian, and White). The data indicate that the college-going rates for both the University of California and the California State University increased from fall 1985 to fall 1986 to their highest levels for the 13-year period. Community college and private college rates also increased between 1985 and 1986 but did not exceed rates for years in the late 1970s. Notable gains in representation of ethnic minorities continue to be made by Asian high school graduates, particularly in their enrollment as freshmen in the University of California and the California State University. (SW)

Descriptors: American Indians; Asian Americans; Black Students; *College Attendance; *College Bound Students; Community Colleges; *Enrollment Trends; Ethnic Groups; Females; Filipino Americans; *Geographic Distribution; Higher Education; High School Graduates; Hispanic Americans; Males; Minority Groups; Private Colleges; *Public Colleges; Racial Distribution; State Surveys; State Universities; White Students

Identifiers: *California

110/5/25

ED287338 HE020703

University of California, Irvine, Student Affirmative Action Five-Year Plan and Planning Process; 1984-1988. Volume I.

Galligani, Dennis J.

California Univ., Irvine.

1 Jul 1984

161p.; For related documents, see HE 020 704-706.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR88

This first volume of the University of California, Irvine, (UCI) Student Affirmative Action (SAA) Five-Year Plan provides an overview of the plan and the planning process, lists campus SAA goals and objectives, summarizes campus SAA activities, and describes the research and evaluation components of the plan. Topics include: the historical context in which the SAA plan was developed, the ongoing planning process, qualitative and quantitative goals affecting implementation of the plan, and objectives that focus programmatic responses from units and allow measurement of progress toward these goals. The goals cover outreach, enrollment, retention, and graduation and cover topics such as academic preparation, career development, and social environment. Programmatic responses to the SAA goals and objectives from 22 administrative and 11 academic units are summarized. Affirmative action activities of the academic senate SAA committee are covered, along with the SAA plans of the Division of Graduate Studies and Research and the UCI-California College of Medicine. Evaluation focuses on progress toward goals and research will focus on the nature of underrepresentation of minority students. A glossary of SAA terms is appended. (SW)

Descriptors: *Academic Persistence; Access to Education; *Affirmative Action; *College Admission; *College Planning; *College Students; Higher Education; Long Range Planning; Minority Groups; Program Content; Program Evaluation; Program Implementation; School Holding Power; *Student Recruitment

Identifiers: *University of California Irvine

110/5/26

ED285632 JC870406

Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1986. Commission Report 87-22.

California State Postsecondary Education Commission, Sacramento.

Apr 1987

36p.; For the fall 1985 report, see ED 271 186.

Available from: Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Third Floor, Sacramento, CA 95814-3985.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN88

Government: State

Since 1978, annual studies have been conducted of the flow of transfer

students from the California community colleges to the University of California (UC) and the California State University (CSU) systems. The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1986 transfers, contrasted with findings from previous years, indicated that: (1) fewer students transferred from the community colleges to the UC and CSU systems in fall 1986 than in fall 1985, with a 1.5% decrease in UC transfers and a 6.5% decrease in CSU transfers; (2) despite the overall downward trend, community colleges and districts varied greatly with respect to their transfer gains and losses; (3) the percentages of Asian and Filipino transfer students to both UC and CSU systems continued to increase, as did the percentage of Hispanics transferring to the CSU colleges; and (4) the percentage of Hispanic students entering the UC system as transfer students decreased in fall 1986, after an increase each year since 1981, while the percentage of Black transfer students increased for the first time since 1981. A primary explanation for the downturn in transfer rates was the large decrease in the number of high school graduates and first-time freshmen in the community colleges in recent years. The community college going rate for recent high school graduates had fallen from 42.8 in fall 1982 to 33.0 in fall 1985, thus further reducing the pool of potential transfer students. Though special efforts are being made by some community colleges to improve transfer opportunities, the success of the new programs and services may not be measurable for several years. (AYC)

Descriptors: Age; Asian Americans; Black Students; *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Surveys; State Universities; *Student Characteristics; Trend Analysis; *Two Year College Students

Identifiers: *California

110/5/27

ED284708 RC016332

A Report on Dropout and Graduation Rates for the High School Class of 1985 in Region II Migrant Child Education.

Duerr, Mark

20 Apr 1986

Bp.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEDEL87

Target Audience: Practitioners

Lack of data on California high school graduation and dropout rates prompted the development of a research method for determining graduation and dropout rates for the Region II Migrant Education enrolled high school Class of 1985. The most accurate method of estimating these rates was to track individual students through their high school years. Migrant Education Resource Specialists (RSs) were questioned about the Class of 1985 students who attended their schools. A survey containing the names of all migrant students enrolled in the ninth grade at each RSs school in 1981 was mailed in the late spring 1985; 78% returned their surveys. RSs accounted for 86% of the 686 students in the study. Of these Region II students, 63% graduated high school in 4 years, 26% were confirmed dropouts, 4% remained in school as overage seniors, and 7% of data was

"missing". Thus, the total of potential dropouts is 37%, slightly lower than the statewide Hispanic dropout rate of 39%. Based on the study, two recommendations were made: to gather information on all disenrollments, and to document the reasons students drop out. With this information, special dropout prevention programs could be developed. A sample survey form is appended. (JMI1)

Descriptors: *Academic Achievement; Dropout Characteristics; Dropout Prevention; Dropout Rate; *Dropouts; Enrollment; *High School Graduates; High Schools; *High School Students; Hispanic Americans; *Migrant Education; *Migrant Youth; Migration Patterns; Questionnaires
Identifiers: *California

110/5/28

ED284645 JC870377

Study of Fee Impact: Final Report. Report No. 873.

California Community Colleges, Sacramento. Office of the Chancellor.

Jun 1987

89p.; For related documents, see JC 870 346-347.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC87

Government: State

Target Audience: Policymakers

The results of a study conducted to assess the impact of the recently imposed mandatory fee on California community college enrollments are presented in this report. Following a summary, background information, and materials on the timing and content of the study, findings are presented with regard to the impact of the fee on student enrollment; ethnic distribution of students; income distribution of students; distribution of full- and part-time students; changes in staffing and costs of administering fees; the availability of federal, state, and other sources of financial aid; and the administration and distribution of financial aid by the Chancellor's Office and college districts. Among the findings highlighted are the following: (1) in spite of a budget increase, credit enrollment in California community colleges declined by 7% in 1984 (nearly twice the loss which took place in colleges across the nation), indicating that the new enrollment fee did contribute to the enrollment loss; (2) few of the effects reported for 1984 in California continued into 1985; (3) in 1985, credit enrollment stabilized and there was a slight return of low-income students, which may have been due to the large second-year increase in financial aid; (4) both credit and non-credit enrollment increased in fall 1986; and (5) the Board's Financial Assistance Program had less than the expected impact in its first year, but exerted a positive impact on enrollment in the next two years. Appendices include a description of the Fee Impact Study Advisory Committee; data on enrollment and participation rates, 1980-86; national enrollment data; an analysis of district changes; data on student socioeconomics, 1984-86; and fee administration information. (EJV)

Descriptors: Academic Achievement; Community Colleges; Day Students; *Enrollment Influences; *Enrollment Trends; Evening Students; *Fees; Grade Point Average; Longitudinal Studies; Minority Groups; Self Supporting Students; Socioeconomic Background; State Surveys; *Student Characteristics; Student Educational Objectives; *Student Financial Aid; Two Year Colleges; *Two Year College Students

Identifiers: *California

110/5/29

ED284618 JC870347

A Survey of Community College Enrollment Conducted as Part of Fee Impact Study: Second Follow-Up Measure, Spring, 1986.

Field Research Corp., San Francisco, Calif.

Jun 1986

365p.; For a related document, see JC 870 346.

Sponsoring Agency: California Community Colleges, Sacramento. Office of the Chancellor.

EDRS Price - MF01/PC15 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC87

Government: State

Target Audience: Policymakers

A three-phase study was conducted in California to assess the impact of a mandatory fee imposed in 1985 on enrollments in the California community colleges as measured by changes in students' ethnicity, income, and academic load, and changes in enrollment in college non-credit education. A benchmark study conducted in spring 1984 prior to the imposition of the fee was followed by post-fee surveys conducted in spring 1985 and 1986. Mailed surveys requested information on students' income, financial dependency, employment status, need for financial assistance, academic load, ethnicity, class level, socio-demographic characteristics, cumulative grade point average, expenditures, reasons for attendance, and future enrollment plans. The study sample included 10,247 students in 1984, 10,691 students in 1985, and 10,474 students in 1986 from 62 colleges in California. Study findings, based on response rates of 69% (1984), 66% (1985), and 62% (1986), included the following: (1) mean personal income was slightly higher in 1986 than in 1985 (\$18,900 vs. \$18,000), as was mean parents' income (\$29,800 vs. \$28,500); (2) in 1986, 21% of the respondents were not employed, 38% were employed 40 hours per week or more, and 39% were employed less than 40 hours per week; (3) total enrollment showed a slight increase from 1984 to 1986 in part-time students; (4) the 14% dropout rate in 1986 was significantly lower than the 20% reported in 1984 and slightly lower than the 15% reported in 1985; and (5) on the whole, the ethnic profiles of the 1986 full-time, part-time, and non-credit only students were similar to those obtained in 1984. Appendices provide information on the survey methodology, the survey instruments, a comparison the survey universe and study sample, and detailed findings for 1986. (EJV)

Descriptors: Academic Achievement; Community Colleges; Day Students; *Enrollment Influences; *Enrollment Trends; Evening Students; Fees; Grade Point Average; Longitudinal Studies; Minority Groups; Questionnaires; Self Supporting Students; *Socioeconomic Background; State Surveys; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Two Year College Students

Identifiers: *California

110/5/30
ED284617 JC870346

A Survey of Community College Enrollment Conducted as Part of Fee Impact Study. First Follow-Up Measure, Spring, 1985.

Field Research Corp., San Francisco, Calif.

Jun 1985

434p.; For a related document, see JC 870 347.

Sponsoring Agency: California Community Colleges, Sacramento. Office of the Chancellor.

EDRS Price - MF01/PC18 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC87

Government: State

Target Audience: Policymakers

Findings are presented from the first two phases of a planned, three-phase survey to assess the impact of a recently imposed mandatory fee on California community college enrollments as measured by changes in student ethnicity, income, and academic load; and on enrollment in college non-credit education. First, introductory material provides information on the research design, which involved the self-administration of mailed questionnaires by a stratified sample of 10,247 students in 1984 (prior to the imposition of the fee) and of 10,691 students in 1985 (following the imposition of the fee). This section also considers follow-up of non-respondents and statistical weighting procedures. The subsequent chapters focus on key findings in the comparison of 1984 and 1985 data, focusing on significant differences in the areas of: (1) students' income, financial dependency, and employment status; (2) financial assistance; (3) academic load and ethnicity; (4) class level; (5) socio-demographic characteristics and cumulative grade point average; (6) expenditures; and (7) reasons for attendance and future enrollment plans. Appendices provide information on the survey methodology, the survey instruments, a comparison of the survey universe and study sample, and detailed findings for both years. (EJV)

Descriptors: Academic Achievement; Community Colleges; Day Students; *Enrollment Influences; *Enrollment Trends; Evening Students; *Fees; Grade Point Average; Minority Groups; Questionnaires; Self Supporting Students; *Socioeconomic Background; State Surveys; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Two Year College Students

Identifiers: *California

110/5/31

ED283567 JC870307

Student Socioeconomic Characteristics: Spring 1984. First Phase of Fee-Impact Survey.

Field Research Corp., San Francisco, Calif.

Dec 1984

298p.; Prepared by the Analytical Studies Unit of the Chancellor's Office.

Sponsoring Agency: California Community Colleges, Sacramento. Office of the Chancellor.

EDRS Price - MF01/PC12 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: RIENOV87

Government: State

Target Audience: Policymakers

In spring 1984, a study of the socioeconomic characteristics of California's community college students was conducted in order to determine the impact of a recently imposed mandatory fee as measured by changes in student ethnicity, income, and academic load. A stratified random sample of 10,247 students from 62 of the state's 105 community colleges was surveyed. Study findings, based on a 69% response rate, included the following: (1) three of every five students were self-supporting; (2) both self-supporting students and students who were financially dependent upon their parents reported median incomes below the median for all California; (3) 80% of all students were working; (4) 33% of all students reported that they intended to transfer to a four-year institution, and nearly 50% were enrolled for occupational skills; (5) the racial and ethnic backgrounds of community college students were comparable to those of all Californians, except that Asians were overrepresented and Hispanics were underrepresented; and (6) of every 10 self-supporting students, 3 had never married; 5 were currently married; 2 were divorced, widowed, or separated; none lived with parents; 6 rented; 4 owned their own homes; and 8 worked. Extensive data tables and the survey instrument are included in the study report. (EJV)

Descriptors: Academic Achievement; Community Colleges; Day Students; Enrollment Influences; *Enrollment Trends; Evening Students; Fees; Grade Point Average; Minority Groups; Questionnaires; Self Supporting Students; *Socioeconomic Background; State Surveys; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Two Year College Students

Identifiers: *California

110/5/32

ED283469 HE020456

Persistence and Graduation of UC Davis Undergraduates Admitted by Special Actions: 1975-1985.

Hunziker, Celeste M.

California Univ., Davis. Office of Student Affairs Research and Information.

May 1987

16p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIENOV87

Persistence and graduation rates of University of California, Davis, special action students admitted in any fall quarter from 1975 to 1985 were studied. Special action students show academic potential but do not meet admission requirements of completed course work and academic achievement. The number of special action students during this 10-year period increased by 73%. In 1975 a large majority of special action students were also members of underrepresented (i.e., Student Affirmative Action--SAA) minority groups; by 1985 SAA and White students were equally represented among special action admits. In 1985 SAA students made up 15% of all entering students but 43% of entering special action students. About half of all Black students entering the university were admitted by special action; the proportion of Chicanos was about 25%. Special action students did not persist at rates close to those of regularly admitted cohorts. About 60% of all special action students persist through a second year at

the university. About 45% of all special action students entering in fall 1979 or 1980 graduated. About one in two White and Asian special action students graduated, compared with only one in three Black and Chicano special action students. (SW)

Descriptors: *Academic Persistence; Affirmative Action; College Admission ; *College Students; Educationally Disadvantaged; Enrollment Trends; Higher Education; *High Risk Students; Institutional Research; *Minority Groups; *Open Enrollment; *White Students

Identifiers: Educational Opportunities Programs; *University of California Davis

110/5/33

ED281589 JC870206

Student Profile, Fall 1977 to Fall 1986. Historical Profiles Project.
California Community Colleges, Sacramento. Office of the Chancellor.
May 1987

33p.; Prepared by the Management Information Services Division. Tables,
pages 29-33, contain small print.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); HISTORICAL MATERIAL (060);
STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIESEP87

Government: State

The tables and graphs presented in this report reflect changes in community college enrollments in California over the past 10 years (fall 1977 to fall 1986), as they have responded to fluctuations in the state's economy, available state revenues, and community college funding. First, an executive summary highlights the following trends over the 10-year period: (1) female enrollments increased, though male students consistently constituted a majority of full-time community college students; (2) enrollments declined among full-time students taking 12 or more units by 17.2%, while enrollments of students taking fewer than 6 units increased by 6.4%; (3) Black enrollments declined substantially since 1981, though 1986 saw an increase over the previous year in Black students enrolled; (4) enrollment of Hispanics and Asians increased by 43.6% and 86.2%, respectively, while enrollments among Whites and Blacks declined by 3.7% and 26.3%, respectively; (5) there has been a decline in the enrollment of recent high school graduates and other "traditional college age" students; and (6) declines in full-time younger students have resulted in the reduction of community college transfer students to the University of California and the California State University and Colleges. The bulk of the report consists of data tables and analyses focusing on enrollment trends by credit load, gender, age, ethnicity, and student level; transfers; participation rates; and degrees and awards. (AYC)

Descriptors: Age; College Transfer Students; Community Colleges; Degrees (Academic); *Educational Trends; *Enrollment Trends; Ethnic Distributions; Females; Males; Minority Groups; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students

Identifiers: *California

110/5/34

ED279482 RC016157

Retention of the Latino University Student: The Case of CSULB.
Ramirez, Genevieve M.

1986

69p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL87

Target Audience: Administrators; Researchers; Practitioners

This study examines the characteristics, needs, and actual experiences of Latino (Mexican American/Chicano and other Hispanic) students enrolled at California State University, Long Beach (CSULB), through identification of Hispanic demographic characteristics from university records, comparison of Student Affirmative Action Outreach Program (SAA) participants with non-participant Latino peers, and random sample interviews with SAA participants. Although Latino CSULB enrollment grew from 5.4% to 8.7% from 1975 to 1985, Latinos, who comprise 18.1% of California high school graduates, are greatly underrepresented. Of SAA Latino students entering CSULB in 1982-83, 73% had been retained to begin their fourth year in 1985 or had graduated. Findings indicate academic failure/difficulty results from unrealistic expectations, lack of clear personal goals deemed attainable, general alienation from the institutional mainstream, and interference of external circumstances. Factors favoring academic persistence/performance include parental influence, early expectations for higher education, appropriate course scheduling incorporating skills development classes with academic solids, and clear career/major direction. Recommendations offered to enhance Latino student retention include providing academic support programs for new students; staffing programs with professionals; and offering programs with advisor controlled scheduling, supplementary/tutorial instruction, career exploration/planning, financial aid/evaluation, incentives for campus organizational/activity involvement, help in identifying career-related internships, and intensive intervention for unsatisfactory progress. (NEC)

Descriptors: Academic Achievement; Academic Education; *Academic Persistence; College Curriculum; *College Students; Cultural Influences; Educational Needs; *Educational Strategies; Ethnic Groups; Higher Education; *Hispanic Americans; Minority Groups; Questionnaires; *School Holding Power; *Student Characteristics; Student Motivation

Identifiers: *California State University Long Beach; Student Affirmative Action Outreach Program CA; Student Surveys

110/5/35

ED278448 JCB70082

A Study of the Puente Project: 1983-1986. Evergreen Valley College. Atondo, Angelo; And Others

San Jose/Evergreen Community Coll. District, San Jose, CA.

[1986

59p.

Sponsoring Agency: California Community Colleges, Sacramento.; California Univ., Berkeley.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN87

Target Audience: Practitioners

Puente Projects are currently operating at 10 community colleges in

California to increase retention, general education requirements completion, and transfer among Hispanic community college students. Puente integrates the skills of an English teacher, a Hispanic counselor, and Hispanic professionals acting as mentors to promote academic achievement, self-confidence, and student motivation. A study was conducted at Evergreen Valley College (EVC) to determine the success rate of Puente students for the years 1983-84, 1984-85, and 1985-86; and to compare the achievement levels of Puente students enrolled in the entry level English 330 courses with those of other Hispanic students who began in English 330 during the same semester. The 3-year comparative study of 115 Puente students and 273 Hispanic counterparts yielded the following findings: (1) 89% of the Puente students completed English 330 compared to 46% of the other Hispanic students; (2) 70% of the Puente students completed English 1A, compared to 8% of the other Hispanic students; (3) Puente students completed English 1B at a rate 14 times higher than their counterparts; (4) Puente students were three times as likely to remain enrolled at EVC (53% vs. 17%); (5) all 21 of the Hispanic students who began English 330 in fall 1983 and 1984 and who had received or applied for an associate degree by fall 1985 were enrolled in the Puente Project; and (6) all 14 of the students from the original group who transferred to a four-year college were Puente students. The study report includes information on the goals and methods of the Puente Project, along with 25 tables detailing comparative findings. Appendixes include a list of Puente projects statewide, a fact sheet on the mentor role, a list of EVC mentors, a list of advisory board members, and an outline of course criteria. (Author/LAL)

Descriptors: *Academic Achievement; Affirmative Action; College English; Community Colleges; Comparative Analysis; Dropout Prevention; Educational Attainment; Educational Counseling; *High Risk Students; *Hispanic Americans; *Mentors; Program Effectiveness; School Holding Power; *Student Development; Two Year Colleges; *Two Year College Students

Identifiers: California

110/5/36

ED278300 HE019966

California College-Going Rates, 1985 Update. Report 86-25.

California State Postsecondary Education Commission, Sacramento.

Sep 1986

65p.

Available from: California Postsecondary Education Commission, Publications Office, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN87

Government: State

Trend data on college-going rates in California are examined, with attention to statewide high school graduation and college-going trends, and participation rates for the University of California, California State University, California community colleges, and independent colleges and universities. The trend data cover 1974-1985 for the state colleges and 1977-1985 for the private colleges. Data are also provided on differences in enrollment rates by sector for 58 California counties for 1974-1985, and sex and ethnic differences in participation rates for each sector by county. It was found that the percentage of recent high school graduates

enrolling as freshmen in California colleges and universities declined from approximately 60% in 1977 to 54% in 1985. The percentage enrolling in California's community colleges dropped from 43.3% to 33.0%, while the percentage attending accredited independent colleges declined slightly from 3.6% to 3.0%. In contrast, the enrollment increased at the University of California (5.2% to 7.7%) and the California State University (8.0% to 10.0%). (SW)

Descriptors: American Indians; Asian Americans; Black Students; *College Attendance; *College Bound Students; Community Colleges; *Enrollment Trends; Females; Filipino Americans; *Geographic Distribution; Higher Education; High School Graduates; High Schools; Hispanic Americans; Males; Minority Groups; Private Colleges; Racial Distribution; State Surveys; State Universities; White Students

Identifiers: *California

110/5/37

ED276559 RC016021

Minorities in Higher Education: The Changing Southwest--California.

Dolman, Geoffrey, Jr.; Kaufman, Norman S.

College Entrance Examination Board, Princeton, N.J.; Western Interstate Commission for Higher Education, Boulder, Colo.

Dec 1984

38p.; For related documents, see RC 016 020-024.

Sponsoring Agency: Atlantic Richfield Foundation, New York, NY.

Available from: Western Interstate Commission for Higher Education, P. O. Drawer P, Boulder, CO 80301 (\$20.00 per set of 5, or \$5.00 ea).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEAPR87

Target Audience: Policymakers; Practitioners

Part of a series intended to highlight the implications for educational planning of the changing demography of the Southwestern United States, this report on California indicates that the greatest population growth in the next 20 years will occur among minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been low historically. Projections place California's population between 30.1 million and 31.5 million by the year 2000, a 20-year growth rate of between 27% and 33%. Data show that people of Spanish origin accounted for 19.2% of the total 1980 California population but represented 32% of 0-4 age group, which should grow to 40% by 2000. Nationwide figures show that 83% of Whites completed high school compared with 72% of Blacks and 55% of American Indians and Hispanics. National data suggest that smaller percentages of students from low-income families enroll in postsecondary education than students from medium- and high-income families. In California, relatively high percentages of Spanish-origin, Black and American Indian families earned less than \$15,000 in 1979. Although each minority has a unique pattern, present enrollment and earned degree patterns show considerable underrepresentation for Hispanics, Blacks, and American Indians at most levels of postsecondary education. (NEC)

Descriptors: American Indians; Articulation (Education); Asian Americans; Blacks; Census Figures; *College Attendance; *College Students; Degrees (Academic); *Educational Attainment; Elementary School Students; Elementary Secondary Education; *Enrollment Trends; Family Income; Geographic Regions; Higher Education; *Hispanic Americans; *Minority Groups; Population Trends;

Secondary School Students; Whites

Identifiers: *California; United States (Southwest)

110/5/38

ED276469 JC860589

Plan for Improving the Enrollment, Retention and Transfer of Minority Students.

Guichard, Gus; Cepeda, Rita

California Community Colleges, Sacramento. Office of the Chancellor.

Oct 1986

50p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Riverside, CA, October 30-31, 1986).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR87

Government: State

Target Audience: Policymakers

A specific action plan for increasing the enrollment, retention, and transfer of minorities in California's community colleges is presented, as developed by the participants at a December 1985 invitational symposium. Introductory material explains the goals and objectives of the symposium and identifies the five major recurrent themes raised throughout the small and full group discussions; i.e., institutional racism, open access, intersegmental articulation, community partnership, and advisory boards. Next, five recommendation areas are discussed: (1) institutional commitment (i.e., commitment to improving minority student recruitment and retention by colleges, districts and the system); (2) partnerships between the different educational systems aimed at increasing the transfer rates of minority students; (3) uniform standards forming a clear set of expectations for all students in areas such as course prerequisites, basic skills, academic progress, and probation/dismissal standards; (4) outreach efforts designed to improve the public's perception of community colleges as viable institutions of higher education which can well serve the needs of ethnic and language minorities; and (5) activities to emphasize, redirect, and increase both educational and support services for students to ensure the retention of minority students. The bulk of the report consists of the action plan which details specific recommendations under each of these five areas. A "Policy Statement on the Enrollment, Retention, and Transfer of Minority Students," and a list of the members of the Minority Enrollment Symposium Planning Committee are appended. (EJV)

Descriptors: Affirmative Action; College School Cooperation; College Transfer Students; *Community Colleges; Enrollment; Enrollment Influences; *Equal Education; *Minority Groups; *School Holding Power; *Transfer Programs; Two Year Colleges

Identifiers: *California

110/5/39

ED276344 HE019840

California: The State and Its Educational System.

Hodgkinson, Harold L.

Institute for Educational Leadership, Washington, D.C.

1986

16p.

Report No.: ISBN-0-937846-90-2

Available from: The Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAPR87

Information concerning characteristics of California and its educational system are presented, with attention to population trends, the proportion of ethnic residents, the age distribution, median family income, the economy, school enrollments and completion rates, and college attendance and graduation. Notable findings/conclusions include: 15% of Californians were born in another country; many of California's children are born into poverty, into homes where no English is spoken, or without two caring parents; a majority of Californians will be Black, Asian-American, Native American, and Hispanic shortly after the year 2000; public school quality, as measured by achievement test scores, has dropped during more than a decade, as have most measures of school funding; the quality of California higher education is affected by the quality of the public schools; the three levels of California higher education (community college, state university, University of California) are not currently functioning to increase the participation of minority groups in higher education, particularly in terms of the transfer function from one level to the next; the state needs to pay more attention to the entire educational system and how each level affects the others; particularly important are preschool and junior high, as well as the transfer function in higher education. (SW)

Descriptors: Academic Persistence; Age Groups; *Articulation (Education); Demography; Disadvantaged; Economic Climate; *Educational Quality; Elementary Secondary Education; Enrollment Trends; High Risk Students; Minority Groups; Population Trends; Postsecondary Education; *Public Colleges; *Public Schools; *Statewide Planning

Identifiers: *California

110/5/40

ED273428 RD015923

Directory of Chicano Studies Programs in California and the Southwest.
de la Torre, Adela; Rochin, Refugio I.
California Univ., Davis.

Jun 1986

35p.; Written with the assistance of Soraya Flores.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: DIRECTORY (132)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN87

The directory identifies 38 Chicano/Mexican American studies programs at major universities and colleges in the Southwest, particularly California. It presents information on programs by location, faculty, goals and objectives, and final degrees offered. Following an introductory section, Section II describes programs at California State University affiliates in Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Northridge, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, Sonoma, Stanislaus, Pomona, and San Luis Obispo. Section III presents details about programs affiliated with University of California campuses at Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, and Santa Cruz. Private California college programs

at Claremont Colleges, Loyola Marymount, Stanford, University of Santa Clara, and University of Southern California are listed in Section IV. Section V contains information about selected public university programs at the University of Arizona, University of Colorado (Boulder), New Mexico State University (Las Cruces), University of New Mexico, Pan American University, University of Texas (Austin), and University of Texas (El Paso). (NEC)

Descriptors: Course Objectives; Degrees (Academic); Educational Objectives; *Ethnic Studies; *Faculty; Higher Education; *Private Colleges; Program Content; *Program Descriptions; *State Universities

Identifiers: California; *Chicano Studies; Mexican American Studies; *United States (Southwest)

110/5/41

ED271186 JCB60402

Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1985. Commission Report B6-11.

California State Postsecondary Education Commission, Sacramento.
Mar 1986

35p.; For fall 1984 report, see ED 256 399.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIENOV86

Government: State

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and the California State University (CSU) systems. The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1985 transfers, contrasted with findings from previous years, indicated that: (1) fewer students transferred from the community colleges to the UC and CSU systems in fall 1985 than in fall 1984, with a 6.2% decrease in UC transfers and a 1.5% decrease in CSU transfers; (2) community college districts and campuses varied widely with respect to the number of students and the magnitude of the change in the number of students who transferred between fall 1984 and fall 1985; (3) Hispanic transfer students increased in both numbers and percents in both the UC and CSU systems, while fewer Black students transferred to either segment, continuing a 3-year decline in their numbers and percentages; and (4) the percentage of Asian and Filipino transfer students in both segments continued to increase, though the number of Filipino transfer students remained small. Two factors were seen as possible influences on the decrease in transfer rates: the relatively new practice on some university campuses to admit as transfer students only those applicants who have met all requirements for junior standing; and the large decrease in first-time community college freshmen 2 years earlier. (RD)

Descriptors: Age; Asian Americans; Black Students; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Surveys; State Universities; *Student Characteristics; Trend Analysis; *Two Year College Students

Identifiers: *California

110/5/42

ED265784 HE019027

California College-Going Rates, 1984 Update. Report 85-34.
California State Postsecondary Education Commission, Sacramento.
Sep 1985

59p.

Available from: California Postsecondary Education Commission, 1020
Twelfth Street, Sacramento, CA 95814.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN86

Government: State

Trend data on college-going rates in California during 1974-1984 are examined. Consideration is given to statewide high school graduation and college-going trends, and participation rates for the University of California, California State University, California community colleges, and independent colleges and universities. Data are also provided on differences in enrollment rates by sector for 51 California counties for 1974-1984, and sex and ethnic differences in participation rates for each sector by county. Findings include: in Fall 1984, almost 5,700 fewer first-time freshmen from California high schools enrolled in the state's colleges and universities compared with the previous term; the University of California rate of enrolling first-time freshmen from California high schools increased from 7.0% for fall 1983 to 7.5% for fall 1984; California State University's rate for first-time freshmen remained at 8.9%; the statewide enrollment rate for the community colleges fell to 36.3% from fall 1984, a drop of 1.6 percentage points from the previous fall term; and the enrollment of women high school graduates as freshmen in each sector was higher than that of men. Enrollments for six ethnic groups (Asian, Filipino, Hispanic, Black, American Indian, White) are reported. (SW)

Descriptors: American Indians; Asian Americans; Black Students; *College Attendance; *College Bound Students; Community Colleges; *Enrollment Trends; Ethnic Groups; Females; Filipino Americans; *Geographic Distribution; High School Graduates; Hispanic Americans; Males; Minority Groups; Postsecondary Education; Private Colleges; Racial Distribution; State Surveys; State Universities; White Students

Identifiers: *California; Public Colleges

110/5/43

ED264917 JCB60038

Enrollment Trends: Preliminary Analysis of Fee Impact.

McIntyre, Chuck

California Community Colleges, Sacramento. Office of the Chancellor.

Jan 1986

19p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, January 23-24, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY86

Government: State

Target Audience: Policymakers

This two-part analysis of enrollment trends in California's community colleges focuses on general trends during the past decade and on enrollment in 1984 (i.e., the year that mandatory student enrollment fees were first implemented). Following background information on the implementation of the first-ever community college fee in California, the report assesses the general status of educational opportunity in the state, and reviews 1975-80 enrollment trends and trends seen during the 1980s. The next section of the report analyzes enrollment changes in 1984 and the impact of the new fee. Finally, policy implications related to fee changes, financial aid problems, employment and course scheduling conflicts, and losses in minority enrollments are discussed. Among the findings highlighted in the report are the following: (1) community college enrollments dropped by 7% in 1984 due to several factors, including the new enrollment fee, employment improvement, and declining numbers of high school graduates; (2) the new Board of Governor's financial aid program did not have the impact expected because of inadequate local staffing and complex application procedures; (3) enrollment increases were experienced in a few suburban and rural colleges, while the largest losses were reported in large urban districts; (4) students enrolled after the fee was imposed reported higher incomes than those enrolled prior to the imposition of the fee; and (5) disproportionate losses of Hispanics and younger Blacks appear to have been due to financial considerations. (EJV)

Descriptors: Access to Education; *Community Colleges; Educational Finance; Educational Opportunities; Enrollment; *Enrollment Influences; *Enrollment Trends; *Fees; Minority Groups; Student Financial Aid; Two Year Colleges; Two Year College Students

Identifiers: *California

110/5/44

ED262680 HE018737

Student Needs and Priorities Survey. 1981 Summary of Findings.

Daigle, Stephen L.

California State Univ., Dominguez Hills.

May 1982

68p.

Sponsoring Agency: California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR86

Results of a 1981 needs survey for 8,564 students at 12 campuses of the California State University (CSU) system are summarized. The Student Needs and Priorities Survey assessed: life goals and educational priorities, attitudes concerning academic and social experiences on campus, and institutional and personal problems. Variations are reported by age, ethnicity, sex, and class level (lower- and upper-division and graduate division day and evening students). Findings include the following: career considerations dominated all other educational priorities; the most pervasive student goals focused on practical and immediate rewards; campus choice was influenced by program availability and reputation, cost, and convenience to home and work; academic concerns were more important to students than campus support services or social activities; 30 percent gave generally negative evaluations of instructional quality, citing poor communication skills and lack of interpersonal concern among faculty; and

about one-fourth expressed serious concern about college finances. External factors (e.g., family obligations, job, finances, personal problems) were cited by 40 percent as impeding educational objectives, while campus obstacles were noted by 25 percent. The questionnaire is appended. (SN)

Descriptors: *Academic Aspiration; *Academic Persistence; College Choice; Family Characteristics; Higher Education; Institutional Research; Minority Groups; *Occupational Aspiration; Questionnaires; School Holding Power; *State Universities; *Student Characteristics; *Student Needs; Values

Identifiers: *California State University and Colleges; Public Colleges

110/5/45

ED262127 UD024458

Educational Opportunity for Underrepresented Minority Students in California: Comparisons with Other States.

Martinez, Michael E.

Sep 1985

80p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: GENERAL REPORT (140)

Geographic Source: U.S.; California

Journal Announcement: RIEFEB86

Target Audience: Policymakers; Researchers

This report compares California with other states in how the problem of low achievement by minority students is being confronted. The severity of the achievement gap is assessed, as well as the steps being taken to close the gap. The topics considered are: (1) the changing demographic profile of racial and ethnic minorities in California; graduation rates; correlates of the achievement gap such as unemployment, juvenile delinquency, and criminality; and the moral and practical needs for change; (2) educational disadvantages of ethnic and racial minority students (education level of parents of SAT examinees; family income; English deficiency; subjects studied in high school; proportion of examinees in a college preparatory program; and the deleterious effects of tracking); (3) minority representation and scoring on college entrance examinations (test scores by race and ethnicity; effects of increased minority representation among examinees; encouraging minority students to take college entrance tests); (4) the establishment of equitable college admissions requirements, with emphasis on California; (5) data from community colleges, four year colleges, graduate schools, and professional schools in California on minority representation and success; and (6) selected efforts to increase minority representation in California and other states. On many measures of progress toward equal representation among achievers, California was one of the best among comparable states. Black Californians are fairly well represented in colleges, but Hispanics are severely underrepresented at all levels of postsecondary education. It is noted that the numbers of minority students aspiring to higher education are increasing and that college admission test scores are on the rise for minority groups. Further, many groups, universities, and testing organizations are attempting to improve the situation. (CG)

Descriptors: Academic Achievement; Access to Education; Affirmative Action; American Indians; Asian Americans; Blacks; *College Admission; *College Entrance Examinations; *Demography; *Educational Attainment; Enrollment; Equal Education; Hispanic Americans; Limited English Speaking; Low Income Groups; *Minority Groups; Parent Background; Postsecondary Education; Secondary Education; Students; *Underachievement

Identifiers: *California

110/5/46

ED261592 HE018690

Segmental Responses to Assembly Concurrent Resolution 71 Regarding Ethnic Awareness. Commission Report 85-27.

California State Postsecondary Education Commission, Sacramento.

15 Apr 1985

47p.

Available from: California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)

Geographic Source: U.S.; California

Journal Announcement: RIEFEB86

Government: State

Target Audience: Policymakers

The progress/plans of the University of California (the University), California State University (the State University), and the California community colleges in promoting ethnic awareness are reported. The legislature required each segment to review policies and programs concerning the nature and extent of courses examining the cultural and historical experiences of nonwhite ethnic groups that have been excluded from the core curriculum. The next step was to plan policies and programs for ethnic studies for the associate and bachelor's degree levels. It was found that most campuses offered a variety of courses in ethnic studies and other courses focusing on nonwhite ethnic groups. More than 800 such courses offered by the community colleges in 1983-1984 and more than 1,000 courses offered by the University and the State University dealt with political, economic, social, and cultural conditions, contributions, and problems of the ethnic groups. Educational media included classroom instruction, guest artists and speakers, symposia, film festivals, exhibits, and special observances. Nine State University campuses and 21 community colleges required completion of a course with an ethnic studies focus as a general education graduation requirement. Additional information is provided separately for each segment. The state assembly resolution is appended. (SW)

Descriptors: College Planning; College Programs; *Community Colleges; *Cultural Education; Educational Assessment; Educational Policy; *Ethnic Studies; *Minority Groups; Postsecondary Education; State Legislation; *State Universities; *Statewide Planning

Identifiers: *California; California Community Colleges; California State University; Public Colleges; University of California

110/5/47

ED260638 HE018627

Experiential Learning and Cultural Models. PANEL Resource Paper #12.

Kendall, Jane C., Ed.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

1983

51p.; For related documents, see HE 018 617-635.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; North Carolina

Journal Announcement: R1EJAN86

Target Audience: Practitioners

The subcultures of school and experiential learning sites and perspectives from cultural anthropology are discussed, along with a program in applied humanities and Chicano studies. In "The Internship Process: A Cultural Model," Sharon Rubin considers the process of moving from the college student subculture to that of the internship experience. It is suggested that problem-solving and decision-making exercises and simulations can be used in seminars for field work students to help them become more independent in situations of stress and uncertainty. E. L. Cerroni-Long discusses the role that cultural anthropology can play in analyzing nontechnical experiential learning experiences in "Experiential Learning and Cultural Anthropology: General Considerations and Case Study." In addition, an experiential learning program that complements a course in anthropology is described: the UCLA Program in Applied Humanities and Chicano Studies. This program, which was designed to explore the historical role and status of Mexican Americans in Southern California, has an anthropological framework. Also included are course outlines, information on course requirements, and lists of required texts and reading materials. (SW)

Descriptors: Anthropology; College Students; Course Content; Cultural Context; *Ethnic Studies; *Experiential Learning; Field Experience Programs; Higher Education; Hispanic American Culture; *Internship Programs; *Mexican Americans; Student Adjustment; Subcultures

Identifiers: *Cultural Anthropology; *University of California Los Angeles

110/5/48

ED257335 HE018363

Student Needs and Priorities in The California State University, 1984. A Survey. Management Summary.

Daigle, Stephen L.

California State Univ. and Colleges, Long Beach.

Mar 1985

63p.

Available from: California State University, Office of the Chancellor, 400 Golden Shore, Long Beach, CA 90802.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: R1EDCT85

Results of a 1984 needs survey for 11,540 students at 16 campuses of The California State University (CSU) are presented, along with comparisons to a 1981 survey. Information is included on student characteristics, life and educational goals, levels of satisfaction with campus academic and social experiences; and obstacles to student retention. Variations in findings by age, ethnicity, and sex are also reported. Findings include: about 58 percent of students were from families whose household head held an upper-middle status occupation; 42 percent had fathers or household heads with a bachelor's degree or higher, while 76 percent of the Chicano respondents had fathers/heads with only a grade school or high school background; intellectual, social, and aesthetic values dominated the choice of general life goals, while career considerations were dominant among specific educational goals; academic issues related to the quality of

instruction, courses, and faculty were most important to students in achieving their educational goals; for the majority of students, either non-campus related obstacles or no obstacles stood in the way of completing their education; and fewer than 10 percent cited academic or institutional shortcomings as major reasons for leaving a CSU campus. The study questionnaire is appended. (SW)

Descriptors: *Academic Aspiration; *Academic Persistence; College Choice; Family Characteristics; Higher Education; Institutional Research; Minority Groups; *Occupational Aspiration; Questionnaires; School Holding Power; *State Universities; *Student Characteristics; *Student Needs; Values

Identifiers: *California State University

110/5/49

ED256399 JC850174

Update of Community College Transfer Student Statistics, Fall 1984. Commission Report 85-21.

California State Postsecondary Education Commission, Sacramento.

Mar 1985

48p.; For fall 1983 report, see ED 242 356.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIESEP85

Government: State

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and California State University (CSU) systems. The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1984 transfers, contrasted with findings from previous years, indicated that: (1) after a 1-year increase between fall 1982 and fall 1983 in the number of community college students who transferred to UC and CSU, the number decreased again between fall 1983 and fall 1984 to 35,391; (2) community college districts and campuses varied widely with respect to both the nature and the magnitude of change in the number of students who transferred between fall 1983 and fall 1984; (3) community colleges experiencing the largest transfer losses tended to be those with a very high proportion of Black or Chicano freshman students; and (4) percentages of Black, Chicano, and Asian students among fall 1984 transfers to UC and CSU changed little from fall 1983, with slight decreases among Black students and slight increases among Chicano students for both segments. (LAL)

Descriptors: Age; Asian Americans; Black Students; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Surveys; State Universities; *Student Characteristics; *Two Year College Students

Identifiers: *California

110/5/50

ED256235 HE018270

Graduate Education in California: Trends and Issues. Commission Report 85-2.

California State Postsecondary Education Commission, Sacramento.

21 Jan 1985

137p.

Available from: California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIESEP85

Government: State

Comparative data on California graduate school enrollments and degrees for 1977-78 and 1981-82 are presented, and issues in graduate education that have state policy implications are discussed. Although some data for California private institutions are provided, attention is focused on academic master's and doctor's degrees, rather than first professional degrees, at California State University and University of California. The growth of the doctoral and master's degrees nationally is also briefly considered, along with graduate school enrollments/degrees by study field for ethnic minorities, foreign students, and women. Findings include the following: foreign language programs experienced consistent and broad-scale enrollment losses; computer science programs experienced the most consistent increases; graduate programs in English on six California State University campuses lost more than one-third of their enrollments since 1978; among the natural science disciplines, only programs in biology showed appreciable losses; degrees in education represented one-third of all graduate degrees conferred by California State University; and business administration enrollments at the University of California increased 95 percent in the past 5 years. (SW)

Descriptors: *Doctoral Degrees; Education Majors; *Enrollment Trends; Ethnic Groups; Females; Foreign Students; *Graduate Study; *Majors (Students); *Masters Degrees; Minority Groups; Postsecondary Education; Private Colleges; Public Policy; *State Universities

Identifiers: *California; California State University; University of California

110/5/51

ED256233 HE016268

California College-Going Rates, 1983 Update. Commission Report 85-7.

California State Postsecondary Education Commission, Sacramento.

Jan 1985

55p.; For earlier editions, see ED 223 292 and ED 247 830.

Available from: California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIESEP85

Government: State

Trend data on college-going rates in California during 1974-1983 are examined in order to analyze changes in rates experienced by the various segments of higher education and by counties in light of statewide trends. The information also provides a basis for analyzing changes in the ethnicity of the first-time freshman class, compared with that of high school graduates. Consideration is given to statewide high school graduation and college-going trends, and participation rates for the University of California, California State University, California community

colleges, and independent colleges and universities. Statistical tables are provided on: (1) enrollment rates by sector for California's 58 counties are also compared for 1974-1983 (Appendix A); and (2) the ethnic distribution by county and sex of 1983 first-time freshmen at the University of California, the California State University, and the California community colleges (Appendix B). While the overall statewide college-going rate fell in fall 1983 to the lowest in 10 years, the University of California increased its rate to the highest in the 10-year period. Fifty-eight percent of the community colleges experienced a 10 percent decrease in enrollment of first-time freshmen who were recent high school high school graduates. Six tables and four figures illustrate the data within the text. (SW)

Descriptors: *College Attendance; Community Colleges; *Enrollment Trends; Ethnic Groups; *Females; *Geographic Distribution; High School Graduates; *Males; Minority Groups; Postsecondary Education; Private Colleges; *Racial Distribution; State Surveys; State Universities

Identifiers: *California; Public Colleges

110/5/52

ED254285 JCB50093

Preparation and Participation of Hispanic and Black Students: A Special Report.

Hayward, Gerald

California Community Colleges, Sacramento. Office of the Chancellor.

Mar 1985

10p.; In its: Chancellor's Report, p4-11, March 7-8, 1985.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL85

Government: State

Target Audience: Policymakers

Arguing that there is a growing gap between the goal of providing equal educational opportunity for Blacks and Hispanics in postsecondary education in California, and the state's past and projected ability to reach that goal, this report examines the extent of the dual problem of underpreparation and underparticipation of Black and Hispanic community college students; and the major cooperative opportunity that exists within new legislative requirements. Following introductory comments, the paper reviews research findings concerning the racial and ethnic composition of California's population; the participation rates of minorities in the educational continuum; the transfer rates of Black and Hispanic students from two- to four-year colleges; and the effects of community college enrollment reductions on this student flow problem. Next, information from a national invitational colloquium hosted by the College Board is cited, providing a statistical overview of unemployment rates, educational participation, persistence rates at the postsecondary level, and discipline representation for Black students. Finally, a history of legislative efforts to improve the quality of academic preparation for postsecondary education and to maintain the representative participation of lower income and minority groups is presented, with special focus on Assembly Concurrent Resolution 83, which calls for a strengthening of the college preparation of low-income and minority students and an expansion of the academic and support services required to increase transfer and graduation rates among these groups. Statistical data are appended. (LAL)

Descriptors: *Black Students; Community Colleges; *Enrollment Trends; *Hispanic Americans; State Surveys; Statewide Planning; Two Year Colleges; *Two Year College Students

Identifiers: *California

110/5/53

ED252258 JC850021

Ethnic Studies, Policies, and Programs: A Response to Assembly Concurrent Resolution 71.

Petersen, Allan; Cepeda, Rita

California Community Colleges, Sacramento. Office of the Chancellor.

Jan 1985

36p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 24-25, 1985).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY85

Government: State

Target Audience: Policymakers

Assembly Concurrent Resolution 71 (ACR 71) requests California's three public segments of higher education to review those policies and programs that are aimed at ensuring that all graduates "possess an understanding and awareness of non-white ethnic groups" and to consider adopting necessary policies to ensure that goal. This report reviews existing community college ethnic studies programs and policies conforming to the guidelines of ACR 71, provides a summary of fiscal support sources for such offerings, and suggests areas in which policy changes may be needed to address deficiencies. Part I provides background to the development of ethnic studies programs and the debate concerning the importance of these programs that led to the passage of ACR 71. Part II highlights ACR 71 requirements and the actions taken by the State Chancellor's Office in compliance. Part III presents findings from a study of ethnic studies policies and courses in California's community colleges, including information on non-instructional support and fiscal implications. Part IV outlines policies, programs, courses, and other actions designed to promote the goal expressed in ACR 71 at both system and local levels; and offers three policy options for consideration by the Board of Governors. Appendices include the study questionnaire and a sample course approval format. (HB)

Descriptors: *Community Colleges; Educational Legislation; *Ethnic Studies; *Graduation Requirements; Policy Formation; *Program Costs; State Legislation; State Standards; State Surveys; Two Year Colleges

Identifiers: *California

110/5/54

ED251127 JCB40560

Information on Transfer Education.

McIntyre, Chuck

California Community Colleges, Sacramento. Office of the Chancellor.

Oct 1984

14p.; Paper presented at a Meeting of Board of Governors of the California Community Colleges (Long Beach, CA, October 25-26, 1984).

Document contains broken print.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR85

Government: State

Target Audience: Policymakers

In response to requests for information on transfer education in California, this report examines the number and rate of transfers from two- to four-year institutions, the ethnicity of transfer students, the academic performance of transfers, and questions remaining to be answered. After a summary of major study findings and background material, the report summarizes data related to the number of transfers; trends and changes in transfer activity over time; the potential for measuring the rate of transfer; differences among individual community colleges; the number, characteristics, and motives for "reverse" transfer; the underrepresentation of racial and ethnic minorities among transfer students; and the performance of transfer students at four-year colleges. Highlighted findings include: (1) in 1983-84, California community colleges transferred between 60,000 and 70,000 students to four-year institutions; (2) over the past 20 years, the number of transfer students has fluctuated due to factors such as changes in the numbers of high school graduates and college full-time enrollments, transfer admissions requirements of four-year schools, and student financial aid; (3) in fall 1983, 35,600 students transferred from community colleges to the University of California (UC) and California State University (CSU) systems, while 38,400 UC and CSU students transferred to community colleges; and (4) minority students represented 39.3% of 1981 community college full-time enrollments, and only 27.9% of 1983 transfers. (HB)

Descriptors: Academic Achievement; *College Transfer Students; Community Colleges; *Educational Trends; *Enrollment Trends; *Minority Groups; Postsecondary Education; Research Needs; State Surveys; State Universities; *Transfer Programs; Two Year Colleges

Identifiers: *California; *Reverse Transfer Students

110/5/55

ED250025 JCB40551

Transfer Education: California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Oct 1984

110p.; Appendices printed on colored paper; portions of this document contain small print.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR85

Government: State

Target Audience: Policymakers

Drawing from a variety of sources, this paper reviews information on transfer education in the California community colleges. Section I provides a historical review of events surrounding the transfer function and identifies some of the questions about transfer education that have arisen since 1960. Section II presents and analyzes data concerning transfer activity, focusing on trends in the number of community college students transferring to four-year institutions, how and why the number of transfers has changed, how and why the rate of transfer has changed, differences in transfer activity among individual colleges, results of special efforts,

and the numbers of reverse transfers and the reasons these students transfer from four-year to two-year institutions. Section III looks at the representation of racial and ethnic minorities among transfer students and recent changes in these statistics. In section IV, the performance of transfer students at the University of California and California State University campuses is analyzed in terms of grades and persistence. Section V provides a summary of findings, indicating: (1) between 60,000 and 70,000 students transferred from community colleges to four-year colleges in 1983-84; (2) rates of transfer were not being accurately measured; and (3) the number and rate of transfer from individual colleges is related to the college's emphasis on baccalaureate courses, the location of the college, and the proportion of minority students enrolled. Statistical data supporting study findings are appended. (LAL)

Descriptors: *Academic Achievement; Academic Persistence; *College Transfer Students; *Community Colleges; *Enrollment Trends; Grades (Scholastic); *Minority Groups; State Surveys; Statewide Planning; Transfer Programs; Two Year Colleges

Identifiers: *California

110/5/56

ED247830 HE017478

California College-Going Rates, 1982 Update. Commission Report 83-32. California State Postsecondary Education Commission, Sacramento. Dec 1983

52p.

Available from: California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN85

Government: State

Trend data on college-going rates in California are considered in this 1984 update. Enrollment rates since 1974 and changes in rates experienced by major segments of higher education and by counties are examined. The information also provides a basis for analyzing the college-going rates of men and women and of several ethnic minority groups, compared with their representation among high school graduates. Consideration is given to statewide high school graduation and college-going trends, and participation rates for the University of California, California State University, California community colleges, and independent colleges and universities. Differences in enrollment rates by sector for California's 51 counties are compared for 1974-1982. Statistical tables are provided on: the ethnic distribution of 1981 graduates of public California high schools; 1982 first-time freshmen at the University of California, the California State University, and the California Community Colleges by county and sex; and the flow of community college transfer students to different colleges/sectors for 1982. It was found that statewide college-going rates did not increase between fall 1981 and 1982 in three of the four segments of California higher education. (SW)

Descriptors: *College Attendance; Community Colleges; *Enrollment Trends; Ethnic Groups; *Females; *Geographic Distribution; *Males; Minority Groups; Postsecondary Education; Private Colleges; *Racial Distribution; State Surveys; State Universities

Identifiers: *California

110/5/57

ED246133 UD023542

The Cooperative College Preparatory Program: A Comprehensive Model for School Change. An Interim Report.

Schell, Louis

California Univ., Berkeley.; Oakland Unified School District, Calif.

Oct 1982

56p.; Published by the Cooperative College Preparatory Program.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIENOV84

A dual purpose is served in this paper: The creation, organization, and preliminary success of a university/school collaboration are discussed, and the program is simultaneously posed as a model for adoption by other districts and their neighboring universities and colleges. The paper's introduction details the Oakland School District's problems in preparing minority (mostly black) students for college math courses; these problems led the Oakland School District to seek the assistance of the University of California, Berkeley, in 1980. Next, the program's research objectives and basic goals are stated: how it aims to affect the Oakland minority college-bound student, who is to be involved in the program's implementation and maintenance, and how long assistance will last before the schools attain autonomous, regular operation. The basic, three-part structure of the program is described and its goals for school autonomy are further elaborated. Past, present, and projected effectiveness and development is documented by charts, tables, and descriptive analysis showing preliminary and projected student enrollment, school involvement, and signs of acceptance and institutionalization. Concluding the paper is a rationalization of program costs, a funding history/cost summary table, and an appendix in which are collected brief, positive responses to the program from administrators, teachers, counselors, and parents. (KH)

Descriptors: *Black Students; *College Bound Students; *College Preparation; *College School Cooperation; Cooperative Programs; Educational Change; *Mathematics; *Minority Groups; Secondary Education

Identifiers: *California (Oakland); University of California Berkeley

110/5/58

ED244530 HE017232

Changing the Culture of the University.

Galligani, Dennis J.

Apr 1984

70p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEDCTB4

Results of the initial implementation of longitudinally-structured action research at the University of California, Irvine, are presented. The objective is to determine whether combining action research with an organizational cultures approach is a viable way to influence the culture of a research university. The intended outcomes include the realization of

proportionate representation of three minority groups admitted to, enrolled in, and graduated from a research university, as well as the cultural diversification of the curriculum. The underrepresented minority groups are Chicanos, Blacks, and American Indians. Attention is focused on environmental influences, organizational values, communication networks, rites and rituals, and heroes (individuals who work toward the goal of a culturally-diverse campus). This student affirmative action project has resulted in the establishment of campuswide quantitative and qualitative goals and objectives that focus on an individual student's developmental growth stages from junior high school through college enrollment and graduation. Recommendations are included on ways to achieve cultural changes in higher education institutions. Appended are the philosophy statement of the Student Affirmative Action Committee of the Academic Senate, a joint statement of that committee and the Divisional Committee on Affirmative Action, and a memo to the Council of Deans. (SW)

Descriptors: *Affirmative Action; American Indians; Blacks; *Change Strategies; College Environment; College Governing Councils; College School Cooperation; *Cultural Pluralism; Higher Education; Institutional Research; Mexican Americans; *Minority Groups; Multicultural Education; Position Papers; School Holding Power; *Student Recruitment

Identifiers: *Diversity (Student); Research Universities; *University of California Irvine

110/5/59

ED243610 RC014690

Ethnic Data and Higher Education: A Reference Guide for the California State University. A Student Affirmative Action Report.

California State Univ., Long Beach. Office of the Chancellor.

[May 1983

441p.

EDRS Price - MF01/PC1B Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIESEF84

Target Audience: Policymakers; Practitioners

The report is a comprehensive and descriptive reference source for California State University (CSU) administrators interested in various aspects of ethnic data. Section I is an introduction. Section II presents ethnic data drawn from the 1980 California census, discusses some of the problems in the use and interpretation of such data, and lists nine additional sources of census information. Section III offers data on K-12 ethnic enrollments in California and information on high school achievement, attrition, and graduation patterns. Section IV addresses ethnic enrollments, participation, and transfer rates in California postsecondary education, showing data for all public segments, comparisons among segments, and comparisons between the segments and secondary school data. Section V presents data on academic achievement and student retention and graduation rates by ethnic group. It also provides an analytic review of retention programs in higher education and a 44-item bibliography of major sources of information. Section VI presents the results of the CSU Student Needs and Priorities Survey, with an emphasis on ethnic group variations. Among the topics surveyed are student life goals, educational priorities, satisfaction levels, academic and social issues, finances, and retention. Section VII indexes the tables, figures, and appendices in the report. (SB)

Descriptors: Academic Achievement; American Indians; Asian Americans; Black Students; Census Figures; Demography; *Educational Attainment; Elementary Secondary Education; *Enrollment; *Ethnic Distribution; *Ethnic Groups; Graduation; Higher Education; High School Graduates; Hispanic Americans; Majors (Students); *Postsecondary Education; School Holding Power; Student Attrition; Student Mobility; Student Needs; White Students
Identifiers: *California; *California State University

110/5/60

ED242666 SP023945

CBEST Performance in Relation to Personal Background Factors.
California Commission of Teacher Credentialing, Sacramento.
Jan 1984
35p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; California

Journal Announcement: RIEAUG84

The California Basic Educational Skills Test (CBEST) was developed as the means by which applicants for teaching or service credentials could demonstrate proficiency in reading, writing, and mathematics. Demonstration of proficiency in these skills was required for the issuance of a credential starting February 1, 1983. When examinees registered for the test, they filled out a background questionnaire. Responses to questions were analyzed in relation to the pass-fail determination made on the basis of test scores. Factors which appear to have some relationship to CBEST performance are: (1) full-time vs part-time attendance for students working toward a baccalaureate degree; (2) attendance at a community college prior to enrollment in a four-year institution; (3) whether or not an examinee had received any tutorial work in these skills after graduating from secondary school; (4) country in which secondary school education was obtained, and facility in English compared with another language; and (5) sophomore and senior grade-point averages. Eleven tables are included in the body of this report, which deals specifically with only some of the background questions. Appended are 14 additional tables and the CBEST background questions. (JMK)

Descriptors: Attendance Patterns; Basic Skills; Cultural Background; Educational Background; *Education Majors; Ethnic Groups; Full Time Students; Grade Point Average; Higher Education; *Minimum Competency Testing; Part Time Students; *Performance Factors; Preservice Teacher Education; *State Standards; *Student Characteristics; *Teacher Certification

Identifiers: *California Basic Educational Skills Test

110/5/61

ED242356 JCB40145

Update of Community College Transfer Student Statistics, Fall 1983.
Commission Report 84-10.

California State Postsecondary Education Commission, Sacramento.
Mar 1984

47p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEAUG84

Government: State

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and California State University (CSU). The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1983 transfers, contrasted with findings from previous years, indicated: (1) more students transferred from the California community colleges to the UC and CSU in fall 1983 than in fall 1982, but the number enrolling in each segment was less than the number who transferred each fall term between 1970 and 1980; (2) for the UC system, the fall 1983 increase was 3.3%, while the increase for the CSU system was 1.5%; (3) significant increases in transfers were found for 30% of the community college districts between fall 1982 and 1983; (4) for men transferring to the UC, engineering and liberal/general studies were the two fields in which the largest numbers had majors, while at the CSU, business and management majors ranked first among transfers of both sexes; (5) numbers and percentages of Asians, Black, and Chicano transfers increased between 1980 and 1983 at the UC, with Asians experiencing the largest increase; (6) among fall 1983 UC transfers, the ratio of men to women was 52 to 48 for all ethnic groups combined; and (7) CSU transfer students were generally older than UC transfers. Extensive data tables are appended. (Author/LAL)

Descriptors: Age; Asian Americans; Black Students; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Surveys; State Universities; *Student Characteristics; *Two Year College Students

Identifiers: *California

110/5/63

ED233857 RC014289

The Mexican American: A Challenge for the California Community College.
Rivara, Manuel G.

14 Nov 1981

15p.; Paper presented at the Annual Conference of the Association of Mexican American Educators (16th, Los Angeles, CA., November 11-14, 1981).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN84

Target Audience: Administrators; Practitioners

California's system of higher education includes three major divisions, each with a separate educational goal resulting in differing minority enrollments. The University of California focuses on research and has high admission requirements. Its nine campuses had 5,200 full-time faculty members in 1979 and enrolled 131,856 undergraduate and graduate students of whom 22,778 identified themselves as minority members (American Indians, Asians, Blacks, or Chicanos). The State Universities and Colleges have less rigid admission standards. The 19 campuses teach 4- and 5-year programs but have less rigid admission standards. They teach 4- and 5-year programs but do not award doctoral degrees. In 1978 the 11,080 faculty members taught 306,801 undergraduate and graduate students of whom 59,331 represented minorities. The 106 community colleges provide access to low-cost education for all students who can profit from instruction, with or without a high school diploma. The Community Colleges provide (or provided, prior to 1980, for the system is currently being redefined) the first two years of a four-year transfer program, occupational training, cultural and continuing education, and community activities and services. Of the 1,100,212 students taught by 14,714 faculty in 1978, 241,135 were minority members. Chicano enrollments were stable between 1976 and 1980. However, financial and legislative circumstances and negative image problems may result in the reduction of minority students at the Community College level. (SB)

Descriptors: Admission Criteria; Community Colleges; Educational Finance; *Enrollment; Enrollment Influences; Faculty; *Higher Education; *Mexican Americans; *Minority Groups; Postsecondary Education; School Holding Power; *School Role; State Colleges

Identifiers: *California; *California Community Colleges; California State University; University of California

110/5/64

ED233848 RC014278

Chicanos in the California Community Colleges: Declining Basic Skills, Early High School Graduation and the Decline of Quality High School Education.

Rivera, Manuel G.

1981

22p.; Paper presented at the Annual Raza Administrators and Counselors in Higher Education Conference (6th, San Diego, CA., September 30-October 2, 1981).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN84

Although California's 106 Community Colleges' mission to accept any student who can profit from instruction and to provide transfer programs and vocational, continuing, and community education invites the non-traditional student to benefit from college education, the Community College students' success is not guaranteed because of the low quality education and high drop out rate in high school. The Educational Testing Service reports that students entering two-year colleges read at an average grade level of 7.1. The National Assessment of Educational Progress reports that secondary students receive very little instruction in writing. These and other deficiencies are apparent in high school graduation statistics. Although California passed minimum competency requirements for high school graduation, nearly 25% of 1981 seniors either lacked the credits to graduate or failed the competency exam. Of those failing the exam, 16% were Hispanics. Low-cost, easily accessible California Community Colleges, 5.5% of whose professional employees are Hispanic, enroll a larger number of Hispanics than any other segment of the California higher education system. Approximately 10% of the students are Hispanics. To ensure the success of these students, the Community Colleges must continue to provide instruction in basic skills and to urge participation in college governing activities. (SB)

Descriptors: *Basic Skills; Community Colleges; *Dropout Rate; *Educational Quality; Higher Education; *High Schools; High School Seniors; *Hispanic Americans; Mexican American Education; Reading Skills; Secondary Education; Two Year Colleges; Writing Skills

Identifiers: *California Community Colleges; *Chicanos; Early Graduation

110/5/65

ED233826 RC013914

American Indian Issues in Higher Education. Contemporary American Indian Issues Series, No. 3.

California Univ., Los Angeles. American Indian Studies Center.

1981

196p.; Published results of the Annual Spring Conference on Contemporary American Indian Issues (4th, Los Angeles, CA, 1980).

Report No.: ISBN-0-935626-04-2.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN84

A collection of 17 articles on American Indian issues in higher education contains Russell Thornton's introduction, "American Indian Studies as an Academic Discipline: A Revisit," plus five major sections. "Purpose of American Indian Studies" covers relevancy of Indian Studies in higher education (Duchene); an alternative model for Native American Studies programs (Churchill); role of university Native American Studies programs in facilitating tribal education and economic development (Perego); history/structure/organization of University of North Dakota's Indian Studies Department (Eder). "Native Americans in Higher Education" discusses rationale and retention in relation to the section topic (Otis); graduate training requirements for American Indian educational administrators (Noley); a case study of American Indian education and confluent education (Bindel); Bureau of Indian Affairs higher education program in southern California (Rinnander). Adjustment programs for American Indian college students (Brown) and heritage consistency continuum in counseling Native American students (Zitzow, Estes) comprise "The Indian College Student." "Curriculum Research" addresses curriculum research for American Indian education: alcohol and American Indians (Bill); colonialism in writing American Indian history (Ortiz); methodology in Cherokee tribal history (Holm); Native American literatures (Lincoln). American Indian Studies and the future (Rouillard) and intercultural communication as an academic haven for Native American Studies (Lujan, Hill) are discussed in the final section. (MH)

Descriptors: Adjustment (to Environment); Administrator Education; Alcoholism; *American Indian Education; American Indian History; American Indians; *American Indian Studies; College Students; Colonialism; Counselor Client Relationship; Cultural Background; Cultural Influences; Curriculum Research; Educational History; Federal Indian Relationship; *Higher Education; Humanistic Education; Intercultural Communication; Leadership Training; *Program Attitudes; *Program Effectiveness; Tribes

Identifiers: Bureau of Indian Affairs; California; University of North Dakota

110/5/66

ED230257 JCB30276

Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11

California State Postsecondary Education Commission, Sacramento.
Mar 1983

42p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEDCT83

Government: State

For five consecutive years, studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and the California State University (CSU). The studies have focused on trends in numbers of transfers; transfers to the UC and CSU campuses; the colleges of origin of transfer students; the sex and ethnicity of transfers; and transfer students' majors. The study of fall 1982 transfers, contrasted with findings from previous years, indicated: (1) the number of community college transfers to the UC system increased by

7.5% between fall 1981 and 1982, while transfers to the CSU system decreased by 0.7%; (2) the percentage of Asians, Chicanos, and Filipinos transferring increased between 1980 and 1982, while the percentage of Blacks transferring decreased between 1981 and 1982, after an increase between 1980 and 1981; (3) the percentages of Blacks and Chicanos in the transfer student population were significantly smaller than the percentages in the community college freshman population; (4) for women transferring to the UC system, the most popular majors were in social sciences, biological sciences, and interdisciplinary studies, while business and management majors were most common among women transferring to CSU; and (5) engineering enrolled the largest number of male community college transfer students to UC and the second largest number to CSU. The study report includes detailed information on Black, Chicano, and Asian transfers. (HB)

Descriptors: Asian Americans; Black Students; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Universities; *Student Characteristics; *Two Year College Students

Identifiers: *California

110/5/67

ED230090 HE016151

The Core Student Affirmative Action Program at the California State University. A Second Review.

California State Postsecondary Education Commission, Sacramento.
Jan 1983

25p.

Available from: California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; California

Journal Announcement: RIE00103

Government: State

A second review of the core student affirmative action program at the California State University is presented. The review was conducted to assess: (1) progress in implementing the program on each of the campuses; (2) the impact of the expanded outreach efforts; and (3) the success of the program in coordinating existing outreach services, resources, and personnel on each campus. Attention is directed to the quality of outreach staff employed by the state university campuses; the enrollment of minorities from outreach high schools; the amount of campus financial support; and program coordination. Progress data are presented for individual campuses. The following strengths of the program are considered: total institutional involvement in affirmative action; allocation of state money to campuses making the most progress and commitment; annual publication of information about the program; rural outreach efforts; and the use of successful nontraditional outreach strategies. Areas where further progress is needed include: conflict between the core program as a comprehensive concept and as separate services, time consuming and unnecessary annual funding, and inadequate implementation of a comprehensive effort on some campuses. (SW)

Descriptors: *Affirmative Action; *College Students; Coordination; Enrollment Trends; *Minority Groups; *Outreach Programs; Postsecondary Education; Program Costs; State Aid; *State Universities; *Student Recruitment

Identifiers: *California State University

110/5/68

ED227052 SP021437

The Genesis of Education That Is Multicultural at AUM.
Wieseman, Robert A.

[1982

7p.; For related document, see SP 021 438.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Alabama

Journal Announcement: RIEJUL83

In response to a federal mandate that Teacher Corps projects include multicultural education as a project goal, a needs assessment was conducted and the results submitted to the faculty of Auburn University at Montgomery, Alabama (AUM). It had been found that teachers in the area felt insecure in dealing with racial and ethnic issues in their classrooms and unprepared to deal with the ethnic diversity they encountered in their work. Since the majority of these teachers were former students at AUM, the university's faculty members were under pressure to review and restructure programs to meet new state teacher education guidelines that emphasized teachers' cultural awareness. A new course, Foundations of Multicultural Education, was developed and subsequently required of all education majors. This course included an introduction to the concepts of multicultural education and strategies for teaching these concepts in elementary and secondary schools. It also offered guidance in managing classrooms of culturally different students. The course's goal is to make prospective teachers more aware of the wide diversity of the United States' pluralistic society and to help these education students to handle classroom problems. (JD)

Descriptors: Change Agents; Class Activities; College Faculty; Course Content; *Cultural Awareness; *Education Majors; Ethnic Studies; Higher Education; *Multicultural Education; *Program Development; Racial Bias; Required Courses; State Standards; Student Attitudes; *Student Reaction; *Teacher Education

110/5/69

ED224803 SP021686

The Teacher Education Socio-Ethnic Requirement of the College of Education, University of Washington: A Study of Enrollment Patterns.

Beal, Jack L.; And Others

Washington Univ., Seattle. Coll. of Education.

Nov 1982

62p.

Report No.: TERC-RR-82-1

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Washington

Journal Announcement: RIEMAY83

In the fall of 1977, the College of Education of the University of Washington (Seattle) instituted a socio-ethnic course requirement for teacher certification candidates. To satisfy the requirement, candidates

must successfully complete a course from each of two categories: Category A courses provide the student with a broad look at socio-ethnic differences, while courses in Category B focus on specific ethnic and social groups. A descriptive research study evaluated the effectiveness of the socio-ethnic course requirement through examination of student enrollment patterns in the socio-ethnic courses. The study population included all students enrolled in the certification program in the spring and autumn quarters of 1981. Five variables were used to construct comparisons with the socio-ethnic enrollment data: (1) sex; (2) student teaching placement (urban, suburban); (3) level (elementary, secondary); (4) ethnic group (White, Asian, Other Minority); and (5) major (broadly classified as social science, humanities, natural science, and other). Results showed that students are, for the most part, satisfying the socio-ethnic course requirement by electing courses which reflect their own particular ethnic or social group. It was concluded that the College of Education may wish to consider a mechanism to ensure all students some study of ethnic and social groups different from their own. Tables and charts are appended which show the numbers and percent of student course enrollment characteristics. (Authors/FG)

Descriptors: Cultural Awareness; *Education Courses; *Education Majors; Enrollment Trends; *Ethnic Studies; Higher Education; *Multicultural Education; *Preservice Teacher Education; Required Courses; Sociocultural Patterns; Student Characteristics; Teacher Certification; Teacher Education Curriculum; Teacher Education Programs

Identifiers: *University of Washington

110/5/70

ED224673 RC013730

Directory to the Native Studies Programs of Universities in Canada and the United States.

Martin, Charlene, Comp.; Charles, Roger, Comp.

Ontario Indian Education Council, Toronto.

Sep 1981

96p.

EDPS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: DIRECTORY (132)

Geographic Source: Canada; Ontario

Journal Announcement: RIEMAY83

The directory, intended to assist Native American students in choosing a university, provides descriptions of native studies programs at 10 Canadian and 15 United States universities. Programs are fundamentally taken directly from the calendars of the respective universities. Criterion for selection was where a calendar clearly identified a program, however small, of native studies. In contrast, universities having native courses but not programs are excluded. The calendar year, address, course descriptions, and degree requirements are provided for each entry. Although most calendars are for the academic year 1981-82, some are a few years older and the programs and/or courses may have changed. Students are encouraged to write to the universities they are interested in to obtain further details on the programs and entrance requirements. Two sources are provided for obtaining complete information on educational and assistance programs for Indian people in the United States. Although community colleges are not described in the directory, the addresses of 27 community colleges which have Indian programs are appended. (AH)

Descriptors: *American Indian Education; *American Indian Studies; *College Choice; Colleges; *Degree Requirements; Higher Education; *Program Content; Two Year Colleges; *Universities

Identifiers: *Canada; *United States

110/5/71
ED223292 JCB20534

California College-Going Rates: 1981 Update.

Knoell, Dorothy M.

California State Postsecondary Education Commission, Sacramento.

12 Dec 1982

66p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR83

Government: State

In California, studies of the flow of students from high schools to public postsecondary institutions and from community colleges to four-year colleges have been conducted annually since 1978. These studies have sought to identify trends in college-going rates; examine the gains and losses in these rates experienced by various counties in light of statewide trends; compare the ethnic distribution of high school graduates with that of first-time college freshmen; and to examine trends in community college transfer, comparing the ethnic distribution of transfers to that of first-time community college freshmen. Highlights of the 1981 study included the following: (1) college-going rates for recent high school graduates increased for the University of California, remained the same for the California State University, and decreased slightly for the community colleges; (2) the percentage of males enrolled as first-time freshmen in each segment of public higher education was slightly smaller than that of females; (3) the percentage of Hispanics continued to be smaller in the distribution of first-time freshmen than in the distribution of high school graduates, while the reverse was true for Blacks, Asians, American Indians, and Filipinos; and (4) the flow of community college transfers to independent institutions appeared to be declining. The bulk of the report consists of data tables, showing the flow of transfers, college-going rates by county and year, and sex and ethnic distributions. (KL)

Descriptors: College Bound Students; College Freshmen; *College Students; *College Transfer Students; Community Colleges; *Enrollment Rate; *Enrollment Trends; *Ethnic Distribution; Females; Local Norms; Males; Minority Groups; Postsecondary Education; State Surveys; State Universities; Student Characteristics; Two Year College Students

Identifiers: *California

110/5/72
ED217945 JCB20321

Impact of Indochinese Refugees on California Community Colleges.

McIntyre, Charles

California Community Colleges, Sacramento. Office of the Chancellor.

Mar 1982

44p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIENOV82

Government: State

A study was conducted to assess the impact of Indochinese refugees on the California community colleges through the identification of the number of refugees, a description of their needs, and an analysis of the resulting implications for college programs and budgets. Findings, based on existing data from the colleges and state and federal agencies, included the following: (1) 34% or 192,000 of the Indochinese refugees in the United States were residing in California; (2) the main reasons for settling in California were family reunification, climate, support services and communities, and an urban cosmopolitan environment; (3) 45% of the refugees were 17 or younger and 39% were between 18 and 34 years of age; (4) 65% of the refugee population was receiving public assistance as of March 1981; (5) an estimated 41,448 refugees enrolled in California community colleges in fall 1981, representing a 41.6% increase over fall 1980 figures and accounting for 15% of college enrollment growth; and (6) 80% of those enrolled were taking six or more units and nearly 55% were attending college full time. The impact on college programs has been felt most in the areas of English as a Second Language, student services, and in the need for additional staff, services, and programs. Study conclusions emphasize the important role of community colleges in providing bilingual and vocational education and their inability to fully meet refugee needs within existing budget restrictions. Data tables are appended. (HE)

Descriptors: Adults; College Attendance; Community Colleges; English (Second Language); Enrollment Influences; *Enrollment Trends; Financial Problems; Financial Support; Individual Characteristics; *Indochinese; *Population Trends; *Refugees; School Statistics; Statewide Planning; *Student Needs; Two Year Colleges; *Two Year College Students

Identifiers: *California

110/5/73

ED216630 HE015083

Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.

Keyers, Carmel; Drexler, Susan

21 Mar 1982

18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 21, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT82

Results of participation in a Summer Bridge Program at the University of California, San Diego, in 1978 for 30 high-risk, minority group, and low-income students are discussed. The program is based on Tinto's (1975) theoretical synthesis of research on dropouts from higher education and is designed to increase a student's integration and counterbalance initial disadvantages. The program provided 3 weeks of intensive instruction in mathematics, reading, writing, and study skills. Students were housed on the campus, and live-in peer counselors provided support and supervision. The students participated in diagnostic testing, tutoring, and individual and small group peer counseling. Students met with a counseling psychologist twice weekly to solve group problems and attended meetings about academic support services. In addition, students were given paid work experience assignments, and recreational activities and field trips were

scheduled for weekends and some evenings. At the beginning of the fall quarter 1981, Summer Bridge students had the highest retention among four comparison groups, exceeding by 31 percent the rate of a comparable group of minority, low-income students. Similar retention rate differences have been observed for subsequent Summer Bridge Programs conducted in 1979 and 1980. Summer Bridge is not a remedial program, but is designed to address many issues that affect a student's decision to stay at college, to build a network of peer group support, and to make the campus a familiar place before the fall quarter begins. The goal of the program is academic and social integration and transition from high school to college. (SW)

Descriptors: Academic Persistence; Articulation (Education); Basic Skills ; *College Bound Students; *Dropout Prevention; Economically Disadvantaged; Educational Counseling; Educationally Disadvantaged; Higher Education; *High Risk Students; Low Income Groups; Minority Groups; Peer Influence; Potential Dropouts; School Holding Power; School Orientation; Study Skills; *Summer Programs; *Transitional Programs

Identifiers: Summer Bridge Program; *University of California San Diego

110/5/74

ED214589 JC820131

California College-Going Rates and Community College Transfers: 1980 Update.

California State Postsecondary Education Commission, Sacramento.
1980

82p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEAUG82

Government: State

In California, studies of the flow of students from high school to higher education and from community colleges to four-year institutions have been conducted annually since 1978 by the California Postsecondary Education Commission. These studies have sought to identify trends in college-going rates and examine the gains and losses in college-going rates experienced by various counties in light of statewide trends; to compare the ethnic distribution of high school graduates with that of first-time freshmen in higher education; and to examine trends in community college transfer, comparing the ethnic distribution of transfers to that of first-time freshmen in the community colleges. Highlights of the 1980 study included: (1) college-going rates for recent high school graduates continued to increase for public higher education; (2) the percentage of male high school graduates enrolling in the University of California (UC) and the California community colleges was higher than the percentage of females enrolling in these institutions, while a greater percentage of females than males enrolled in the California State Universities (CSU); (3) the percentages of Blacks and Hispanics continued to be smaller in the distribution of first-time freshmen in public higher education than in the distribution of high school graduates; and (4) community college transfers to the UC continued to decline while transfers to CSU increased. Extensive data tables are appended. (KL)

Descriptors: College Bound Students; College Freshmen; *College Students; Community Colleges; *Enrollment Rate; *Enrollment Trends; *Ethnic Distribution; Ethnic Groups; Females; Local Norms; Males; Minority Groups; Postsecondary Education; State Colleges; State Surveys; State Universities;

*Student Characteristics; Two Year College Students

Identifiers: *California

110/5/75

ED213361 HE014862

EDP and SAA Undergraduates Who Left UC Davis without a Degree.
Rasor, Marianne

California Univ., Davis. Office of Student Affairs.

Oct 1981

42p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL82

Target Audience: Practitioners

Undergraduate students enrolled in the Educational Opportunity Program (EOP) or the Student Affirmative Action (SAA) program at the University of California (UC), Davis, who withdrew before graduation were surveyed in 1981. Attention was directed to the respondents' educational experiences after leaving, their current employment, and their feelings about enrollment at the University. Analysis of responses from 186 former students, or 16 percent of the total population, indicated the following: 75 percent enrolled at another educational institution after leaving UC Davis; about 25 percent of these transfer students had earned degrees, and most of the remainder were still working toward a degree; job satisfaction among employed respondents was mixed; about 50 percent are working in their chosen career field, slightly over 50 percent are satisfied with their jobs, and about 20 percent are dissatisfied; a majority left UC Davis because of academic factors, and many found the coursework difficult and competitive; SAA students were more likely to have left for job-related reasons, or because of family responsibilities; and ethnic minority students often felt isolated at UC Davis. It is recommended that outreach programs in secondary schools be increased, that high priority be given to support services for EOP and SAA students, and that a means be found to increase social interaction among EOP and SAA students. A bibliography and sample interview form are appended. (Author/SW)

Descriptors: Academic Persistence; Affirmative Action; Ancillary School Services; Dropout Research; *Economically Disadvantaged; Employment Patterns; Higher Education; Institutional Research; Job Satisfaction; *Minority Groups; Questionnaires; School Holding Power; Student Adjustment; *Student Attrition; *Student College Relationship; *Undergraduate Students; *Vocational Followup

Identifiers: Educational Opportunities Program; *University of California Davis

110/5/76

ED205641 UD021554

Socioeconomic Factors in Preparation for Higher Education Among Whites, Blacks, Hispanics and Asians.

Anton, Kristin P.

Apr 1981

28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981). Some tables may be marginally legible due to small type size.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110);
CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC81

This analysis of the high school preparation patterns of the California public high school class of 1975 drew upon sociological literature on status attainment in an attempt to identify specific intervention points at which to enlist minority parents' support for college preparation. Sources of data were: (1) a sample of 1975 public high school transcripts; (2) completed follow-up questionnaires from a student subsample of the transcripts; and (3) test scores from students who took the SAT or ACT. Since University of California admission is based primarily on a sequence of college preparatory courses, while California State Universities and Colleges admission depends mainly on overall grade point average (GPA), courses and GPA were the dependent variables selected for the study. Independent variables included: (1) parents' education; (2) family income; (3) number of parents; and (4) number of siblings. A multiple regression formula was used for partitioning ethnic group mean differences in high school grades and courses between whites, blacks, Hispanics, and Asians. Results of the study indicated the need for outreach programs (1) to work with high school teachers and parents to raise achievement standards of black and Hispanic students, and (2) to reach parents and students with information about courses required for college admission. (Author/AFH)

Descriptors: Academic Education; Asian Americans; Black Students; College Admission; *College Bound Students; *College Preparation; Educational Background; Educational Counseling; *Educational Opportunities; *Educational Status Comparison; Higher Education; Hispanic Americans; *Minority Groups; *Parent Background; Parent Role; Secondary Education; Socioeconomic Status; Teacher Role; White Students

Identifiers: *California

110/5/77

ED202368 HE013882

From Discrimination to Affirmative Action.

Jordan, Vernon E., Jr.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Sep 1978

13p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (New York, NY, September 1978). Some pages may be marginally legible.

Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich.

Report No.: IEP-503

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; New York

Journal Announcement: RIEOCT81

Perspectives on the Bakke Supreme Court decision are considered. It is claimed that some of the distortions in the public perception of the Bakke case are the responsibility of the media coverage. Although the Court said that race may be a factor in the admissions process, many people, with the effect of headlines of "Bakke Wins," think otherwise. A concern is whether corporate and educational officials will use the ambiguities of the Bakke decision to weaken or even abandon their affirmative action commitments. It

is suggested that affirmative action programs have come about only because of insistent pressures of black people and their allies, and only because sufficient pressure was brought to enact laws and compliance mechanisms mandating black participation in American institutional life. It is proposed that the merit system was invoked to keep blacks out, on the basis of test scores and grade averages, but that the system could find room for C students who play football or are born into the family of a wealthy alumnus. It is further proposed that even a merit system based solely on test scores is inadequate as a selection mechanism, because tests have not been devised that can accurately predict future success. The challenge for individuals and institutions to overcome the pervasive discrimination of the past, and to ensure black educational opportunity and the moral integrity of higher education institutions is noted. (5W)

Descriptors: Access to Education; *Admission Criteria; *Affirmative Action; *Black Students; *College Admission; Court Litigation; Educational Discrimination; Educational Opportunities; Equal Education; Higher Education; Race; *Racial Discrimination; Student Characteristics; Student Evaluation

Identifiers: *Bakke v Regents of University of California; *Seminars for State Leaders Postsec Ed (ECS SHEED)

110/5/78

ED200141 HE013626

College-Going Rates in California. 1979 Update (A Summary).
California State Postsecondary Education Commission, Sacramento.
Feb 1981

124p.

Available from: California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEAUG81

Government: State

College-going rates of recent California high school graduates for three public segments of California (Fall 1974 through Fall 1979) and for accredited independent colleges and universities (1977 through 1979) are reported. Gains and losses experienced in various counties are examined in light of statewide trends. The ethnic distribution of high school graduates in 1979 is compared with the distribution of first-time freshmen in the University of California, the California State University, and the community colleges, for men and women separately. The flow of transfer students from community colleges to the University and to the State University is examined to determine whether there were decreases since the mid-1970's. A comparison of the ethnic distribution of transfer students in Fall 1979 with that of community college students generally is also shown. Results indicate, among others, that: (1) the college-going rate for recent graduates of California high schools was higher in 1979 than in 1978; (2) gains made by women in the late 1970's are significant, particularly in enrollment of freshmen at the state universities; and (3) ethnic group freshmen enrollment, other than Hispanic, is greater than their distribution among high school graduates. Hispanics are underrepresented. Statistical charts and graphs are included. (Author/PJM)

Descriptors: College Freshmen; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Distribution; Ethnic Groups; Females;

*Higher Education; Hispanic Americans; State Universities

Identifiers: *California

110/5/79

ED194236 RC011696

Proceedings of the Annual Conference of the Association of Mexican-American Educators, Inc., State of California (13th, San Francisco, California, October 26-28, 1978).

Association of Mexican-American Educators, Inc., Redwood City, Calif.

Oct 1978

89p.

Available from: A.M.A.E. State Office, 2600 Middlefield Road, Redwood City, CA 94062 (\$5.00 per copy).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR81

Officially incorporated in 1965 to advocate for equal opportunity for all, especially students of Hispanic ancestry, and greater opportunities for Hispanic professionals at all levels of the teaching field, the Association of Mexican American Educators, Inc., held its 13th annual conference October 26-28, 1978. The five position papers included in the conference proceedings reflect the humanistic efforts of the Association. The papers are: "The California School Finance Reform Act (AB 65): Implications on Bilingual Education", by Joseph O. Garcia and Ruben W. Espinosa; "The Allan Bakke Decision: An Analysis of its Implications for Affirmative Action and Higher Education", by Manuel H. Guerra; "The Case for the Spanish speaking" by Ricardo A. Callejo; "The Future Needs of Chicano Studies Departments" by Joe Rodriguez; and "Teacher Training in Institutions of Higher Learning: Are the Trainers Prepared?" by Alba Moesser. (SB)

Descriptors: *Affirmative Action; Bilingual Education; Civil Rights; Court Litigation; *Educational Finance; *Equal Education; *Equal Opportunities (Jobs); Equal Protection; Ethnic Studies; Higher Education; Legal Problems; *Mexican Americans; Minority Groups; Spanish Speaking; State Legislation; *Teacher Educators

Identifiers: Association of Mexican American Educators Inc; Bakke v Regents of University of California; California School Finance Reform Act; Chicano Studies

110/5/81
 ED193153 SD012899
 Program of Studies, Social Studies, Grades 9-12.
 Montgomery County Public Schools, Rockville, Md. Dept. of Instructional
 Planning and Development.
 1979
 41p.; For related documents, see SO 012 898-904.
 CDRS Price - MF01/PC02 Plus Postage.
 Language: English
 Document Type: TEACHING GUIDE (052); PROJECT DESCRIPTION (141)
 Geographic Source: U.S.; Maryland
 Journal Announcement: RIEFEB81
 Target Audience: Practitioners
 Brief descriptions of course offerings in the social studies for grades
 9-12, Montgomery County Public Schools, Rockville, Maryland, are presented.
 Courses are listed according to required or elective. Required courses are
 United States History I and II; National, State, and Local Government, and
 Contemporary Issues. In addition, over 45 courses are offered as electives.
 These courses include The Black Experience in America, Advanced Placement
 in United States and European History, Problems of the Twentieth Century,
 Economics, Psychology, Sociology, Modern Urban World; Cultural
 Anthropology, Law, Human Behavior, Comparative Religions, and an executive
 high school internship. The document points out that several of the courses
 have been added to the social studies program as response to a call for
 study of major social problems and issues and for more direct student
 participation in and observation of these problems. (Author/KC)
 Descriptors: Advanced Placement Programs; Black Studies; Course
 Descriptions; *Curriculum Design; *Educational Objectives; Elective Courses
 ; Graduation Requirements; Religion; Secondary Education; Social Sciences;
 *Social Studies; Urban Studies

110/5/82

ED192822 JC800350

Student Affirmative Action Plan for the California Community Colleges.
California Community Colleges, Sacramento. Board of Governors.
Feb 1979

56p.; Part of table 6 and the appendix have been deleted due to irreproducibility.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEFEB81

Policies, relevant enrollment data, and plans of action for recruiting and retaining minority students are presented in a student affirmative action plan for the California community colleges. After introductory material outlining the goals of student affirmative action and the legal responsibility of state and district educational authorities to achieve these goals, the Plan examines the underrepresentation of ethnic minorities, women, those with low incomes, handicapped individuals, and older adults in community college enrollments. The need to correct this underrepresentation through improved access, retention, and institutional commitment is then discussed, followed by suggested plans of action for: (1) expanded efforts in outreach, recruitment, and admissions; (2) more responsive counseling, student affairs, basic skills, and tutorial services; (3) the continued development of special programs and financial support for underrepresented students, such as the Extended Opportunity Programs and Services; and (4) improved faculty, staff, and student awareness of underrepresented students and their preferred modes of learning. (JF)

Descriptors: *Access to Education; *Affirmative Action; American Indians; Ancillary School Services; Asian Americans; Basic Skills; Black Students; Board of Education Role; College Admission; College Role; *Community Colleges; Counseling Services; Disabilities; Economically Disadvantaged; *Educational Objectives; Enrollment; Females; Hispanic Americans; Legal Responsibility; Males; Older Adults; Outreach Programs; Remedial Programs; *School Holding Power; Staff Development; State Boards of Education; *Statewide Planning; Student Financial Aid; Student Recruitment; Tutorial Programs; Two Year Colleges; Two Year College Students; White Students

Identifiers: *California; Extended Opportunity Programs and Services

110/5/83

ED187189 HE012592

The Arts in Liberal Education. Forum for Liberal Education, Volume 2, Number 6, April 1980.

Turner, A. Richard

Association of American Colleges, Washington, D.C.

Apr 1980

15p.

Available from: Forum, Association of American Colleges, 1818 R St. N.W., Washington, DC 20009

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); SERIAL (022)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEOCT80

It is postulated that an understanding of the arts is essential in liberal education. In an essay Richard Turner states that on many campuses there is little effort made to integrate the liberal and creative arts in the curriculum. Some critical factors are suggested for achieving a strong position for the arts in liberal education, and a group of program descriptions and bibliographic references are provided. The programs described are in ethnic arts at the University of California at Los Angeles, architecture and history at Hiram College (Ohio), creative arts within the liberal arts curriculum at Western Michigan University, art appreciation through self-instructional packages at John Tyler Community College (Virginia), critical studies (the relationship of the arts and humanities in the 20th century) at the California Institute of the Arts, arts and humanities management at Mount Vernon College (Washington, D.C.), the Institute of Film and Television at New York University, and a program in the creative process at the George Washington University (Washington, D.C.). Very brief descriptions are given of 12 other programs around the country. (MSE)

Descriptors: Architecture; *Art Education; *College Curriculum; Creative Expression; Creativity; Critical Thinking; Curriculum Design; Degrees (Academic); Ethnic Studies; Higher Education; Humanities Instruction; Intellectual Disciplines; *Liberal Arts; Program Descriptions; *Theater Arts; *Visual Arts

Identifiers: California Institute of the Arts; George Washington University DC; Hiram College OH; John Tyler Community College VA; Mount Vernon College DC; New York University; University of California Los Angeles; Western Michigan University

110/5/84

ED180425 HE012218

Undergraduate and Graduate Enrollments of Blacks and Chicanos at UCB.
Koon, Jeff

California Univ., Berkeley. Office of Academic Affairs.
May 1979

9p.; Not available in paper copy due to small size of print
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: STATISTICAL MATERIAL (110); GENERAL REPORT (140)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY80

Data are presented concerning the enrollments of Black and Chicano graduate and undergraduate students at the University of California at Berkeley. Some problems, particularly those stemming from academic decision-making at the undergraduate level, are noted. A number of problematic academic decisions that are (were) likely to affect negatively the recruitment and retention of Black and Chicano students are covered. Data are presented on the enrollments for these two groups by department and level for 1974 and 1978. Data on Black and Hispanic enrollments for the Berkeley campus are contrasted with those systemwide, and other related information are also presented. It is concluded that the decline in Black undergraduate enrollments at the Berkeley campus and the low level of enrollment of Hispanic graduate and undergraduate students have impaired progress across the University of California system as a whole. (SW)

Descriptors: Affirmative Action; *Black Students; Declining Enrollment; Departments; Educational Discrimination; Educational Opportunities; Educational Policy; *Enrollment Trends; Graduate Students; Higher Education

; *Mexican Americans; *School Holding Power; Spanish Americans; *State Colleges; Statistical Data; *Student Recruitment; Undergraduate Students

Identifiers: *University of California Berkeley

110/5/85
ED178108 JC790451

Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups: A Report to the California Legislature.

California Community Colleges, Sacramento.; California State Univ. and Colleges, Los Angeles. Office of the Chancellor.; California Univ., Berkeley. Board of Regents.

Apr 1979

38p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: GENERAL REPORT (140)

Geographic Source: U.S.; California

Journal Announcement: RIEMARBO

The development is described of a master plan to increase the rate of enrollment and retention of minority, women, and handicapped student transfers from the California Community Colleges (CCC) to the University of California (UC) and the California State Universities and Colleges (CSUC). The report first cites the larger proportion of minority students within the CCC than within the UC or the CSUC, the increase in the percentage of undergraduate women at the UC and the CSUC, and the continuing efforts of all three educational segments to meet the needs of handicapped students. The non-traditional age and employment characteristics of CCC and CSUC students are then discussed, along with the need to create special outreach and support services for underrepresented students. In addition, the increased funding, institutional commitment, and intersegmental cooperation that such services require are considered. Next, a CCC proposal is examined for the improved identification of underrepresented community college students who, knowingly or unknowingly, are enrolled in a transfer sequence. The remainder of the report defines and discusses outreach, admissions, financial aid, and support services program areas as they relate to underrepresented student transfers. Existing institutional and joint efforts, joint definitions of problems, and proposed solutions are also outlined. (JP)

Descriptors: *College Transfer Students; Community Colleges; Enrollment Rate; *Females; Financial Needs; *Handicapped Students; Intercollegiate Cooperation; *Minority Groups; Outreach Programs; Postsecondary Education; *School Holding Power; Selective Admission; Services; State Colleges; State Universities; Statewide Planning; Student Mobility; Student Needs; *Transfer Students; Two Year Colleges; Womens Education

Identifiers: *California

110/5/86
ED174287 JC790466

The Statewide Longitudinal Study: First Report. Research Study No. 79-11.

Gold, Ben K.

Los Angeles City Coll., Calif.

Aug 1979

15p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California
Journal Announcement: RIEDEC79

Los Angeles City College (LACC) is one of 15 California community colleges participating in a three-year longitudinal study designed to provide information on vocational education students, and student characteristics in general, as well as information about the efficacy of small sampling and methods most useful for long-term studies. Data in the first report were obtained for a sample of 558 LACC students from file records and telephone interviews with 61% of the sample. Findings revealed that: (1) of nearly 11,000 new applicants to LACC in Fall 1978, fewer than 7,000 were enrolled in classes at first census week; (2) about 40% of LACC entrants (30% statewide) had previous college experience, with about 15% (10% statewide) holding an associate degree or higher; (3) students indicated a variety of objectives in attending college; 38% had job-related objectives, 35% desired self-enrichment or had no objective, and about 28% planned to transfer to a four-year institution; (4) ethnic minority students accounted for 78% of LACC enrollment and only 34% statewide; and (5) about 60% of LACC students were working, and of these, 80% indicated their job was unskilled or semi-skilled. The image of the community college student as an 18-year-old just out of high school with plans to transfer after four semesters to a university appears to be correct for only a small percentage of students, at LACC and across the state. (DR)

Descriptors: Academic Aspiration; Community Colleges; Educational Background; Enrollment Trends; Ethnic Groups; Longitudinal Studies; Research Methodology; *Student Characteristics; Student Employment; Two Year Colleges; *Two Year College Students; Vocational Education

Identifiers: California; Student Objectives

110/5/87

ED160165# JC780528

A Study of Factors Affecting Attrition Among Women Re-entering Formal Education.

Reimal, M. William

1976

130p.; Ed.D. Dissertation, University of Northern Colorado

Available from: University Microfilms, F.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29, 778, MF \$8.25, Xerography \$16.50)

Document Not Available from EDRS.

Language: English

Document Type: DISSERTATION (040)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEFEB79

A survey of 374 women students, who re-entered formal education at 13 community colleges in Northern California, was conducted to determine whether probability of persistence or non-persistence could be predicted on the basis of selected life antecedents, and which student services were perceived by persisting and non-persisting students as most important in keeping students in school. Kolmogorov-Smirnov and chi square tests were used to show statistical significance of the variables which included age; marital status; number and age of children; educational background, goals, and interests; husbands' characteristics; family income; impact of a women's re-entry education program on campus; transportation; self-image; health; and ethnic background. Persisters tended to be over 40 years old, without children or prior college experience, and have incomes under \$15,000. Of counseling, child care, block classes, financial aid, peer counseling, tutoring, and identity centers, persisters perceived

counseling, child care, and block classes as the most important student services. Findings indicated that women's re-entry education programs retained students better than other programs, and that women over 40 were successfully filling career goals; the value of peer counseling, tutoring, and identity centers for this group of students was questioned. A discussion of women's re-entry programs, a bibliography, and appendices are included. (Author/NE)

Descriptors: Age; Biographical Inventories; Child Care; Community Colleges; Counseling Services; Dropout Characteristics; Dropouts; Educational Background; Ethnic Groups; *Females; Marital Status; Persistence; *School Holding Power; Socioeconomic Influences; Student Attitudes; *Student Characteristics; Student Financial Aid; *Student Personnel Services; *Two Year Colleges; Womens Education

Identifiers: California; *Womens Reentry Education Programs

110/5/88

ED156067 HE010203

The Native American Experience. Research Report No. 1.

Tesche, Allan; And Others

California Univ., Davis.

Jun 1974

24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV78

The American Indian experience at the University of California, Davis is examined, with particular attention given to problems they encounter and to cultural and environmental supports needed for their survival. Information is provided on: the awareness of faculty, students and administrators of Indian culture, history, and problems; the entering characteristics of Indian students; their academic performance; their perceptions of the campus, including academic assistance, housing, and financial assistance; and needed cultural and environmental supports. The appendices contain a copy of the awareness questionnaire completed by a number of different campus groups (and the correct answers), the interview format used in conducting interviews with Indian students, and selected interview comments. (SFG)

Descriptors: Academic Achievement; *Adjustment (to Environment); American Indian Culture; *American Indians; College Environment; *Cultural Influences; Educational Needs; *Ethnic Studies; Financial Needs; Higher Education; Housing Needs; Institutional Research; Questionnaires; Research Projects; State Universities; *Student Characteristics; *Student Needs

Identifiers: University of California Davis

110/5/89

ED154769 HE010113

Postsecondary Education in California Information Digest 1978.

California State Postsecondary Education Commission, Sacramento.

1978

393p.

Available from: California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, California 95814

EDRS Price - MF01/PC16 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEOCT78

The digest provides extensive data on postsecondary education in the state in the form of charts, graphs, and tables, with only occasional narration; it is designed for the layman, and only summary information is displayed. The information includes private as well as public institutions, significant trends, opening enrollments and their distribution, extension and ungraded classes, part-time enrollments, student characteristics (sex, ethnicity, enrollment level, age, status), average enrollment, disciplines, degrees conferred, faculty characteristics (including mean salaries, tenure, sex, and degrees held), finance, student aid, off-campus programs, and student college entrance test scores. (MSE)

Descriptors: Academic Achievement; Academic Rank (Professional); Age; College Entrance Examinations; *College Faculty; *Degrees (Academic); *Educational Finance; *Enrollment; Enrollment Trends; Ethnic Groups; Extension Education; *External Degree Programs; Females; Financial Support; Higher Education; Intellectual Disciplines; Majors (Students); Males; Norms; Part Time Students; Private Colleges; *State Colleges; State Universities; Student Characteristics; *Student Financial Aid; Teacher Salaries; Tenure
Identifiers: *California

110/5/90

ED152924 UD018121

Mexican American, Black and Other Graduates and Dropouts - II. A Follow-Up Study Covering 20 Years of Change, 1956-1976.

Baker, William F.; Jensen, Henry C.

San Jose East Side Union High School District, Calif.

Jan 1978

75p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG78

As the fifth in a series of follow-up studies conducted every five years by the East Side Union High School District, this report is of interest to educators concerned about the educational problems and progress of Mexican American and black minority groups. The study reflects a twenty year pattern of analysis of the status of Mexican American former students. In addition to the special treatment of Mexican Americans, responses of black former students are, for the second time, specially classified. Groups from the graduating classes of 1973 and 1975 and all dropouts from the school years 1972-73 and 1974-75 were studied. A questionnaire was mailed to all 1834 dropouts. Responses were received from 271. The study presents findings in the following areas: (1) characteristics, activities and opinions of graduates and dropouts from the 1972-73 and 1974-75 classes; (2) differences in the characteristics, activities and opinions of Mexican Americans, blacks and other graduates and dropouts; and (3) differences in the characteristics, activities and opinions of male and female graduates and dropouts. The study also determines trends for each of these groups over a twenty year period. Modifications in curriculum and guidance programs as suggested by the findings, are recommended. (Author/AM)

Descriptors: *Black Students; Comparative Analysis; Dropout Attitudes; Dropout Characteristics; *Dropouts; Educational Problems; *High School Graduates; High School Students; Longitudinal Studies; *Mexican Americans; Minority Groups; Secondary Education; Sex Differences; *Student Attitudes
Identifiers: *California (San Jose)

110/5/91

ED146238 UD017314

A Report on the Status of Black Studies Programs in Midwestern Colleges and Universities.

Daniel, Philip, T. K.; And Others

Northern Illinois Univ., De Kalb. Center for Minority Studies.

Apr 1977

49p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEMAR78

This study reviews the philosophical background and legal status of black studies programs in the U.S., and reports specifically on the results of a survey of these programs in Midwestern institutions of higher learning. Questionnaires were sent to a total of 296 four year colleges and universities in Michigan, Iowa, Ohio, Wisconsin, Indiana, Minnesota and Illinois. The survey results indicate that there has not been a significant decline in the popularity of black studies among students. The programs that exist attract both staff and students. There are, nevertheless, several areas of unmet needs. Although a majority of programs are supported only by university funds, a disproportionate number of these note very small budget allotments from their universities. Professors teaching in the programs are often not directly trained in black studies disciplines. There are also problems with university requirements. Many students are required to take more than the number of courses otherwise necessary for graduation in order to enroll in a black studies program. As part of this descriptive study, an analysis of government legislation which affects black studies programs is included. Hearings on relevant legislation before the 91st-94th Congresses are discussed briefly. A brief review of literature on black studies programs and a detailed description of the survey procedure and results are also included. (Author/GC)

Descriptors: *Black Studies; *College Curriculum; *Educational Legislation; Graduation Requirements; *Higher Education; *Minority Groups; *Statistical Surveys; Teacher Qualifications

Identifiers: *United States (Midwest)

110/5/92

ED144736# RC010081

The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force.

Haro, Carlos Manuel, Ed.

California Univ., Los Angeles. Chicano Studies Center.

1977

189p.

Available from: Chicano Studies Center, Publications Unit, University of California, 405 Hilgard Avenue, Los Angeles, California 90024 (\$5.00)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

In 1973 and 1974, Allan Bakke, a Caucasian, applied for admission to the medical school of the University of California-Davis and was refused admission. Of the 100 places available each year, 16 were reserved, under a special admission program, for Mexican Americans, blacks, Native Americans,

and Asian Americans. Bakke filed a complaint against the University Regents arguing that as a white he was the victim of racial discrimination because he was not admitted due to the 16 minority slots. The University filed a cross-complaint for declaratory relief, seeking a determination that the special admission program was valid. The California Supreme Court ruled the program unconstitutional. According to the court the program violated the rights of white applicants by allowing admissions of minorities; it violated the Constitution because it afforded preference on the basis of race to persons who by the university's own standards were not allegedly as qualified as white applicants denied admission. If accepted, the case will be reviewed by the U.S. Supreme Court. If it is not accepted, the California decision stands. This publication provides factual data regarding the California State Supreme Court decision, and discusses the impact and importance this decision will have on the Mexican American community. Included are a statement of the Mexican American Legal Defense and Educational Fund and the National La Raza Lawyers Association, news release from the State Supreme Court's administrative office, and newspaper articles. (Author/ND)

Descriptors: *Admission (School); Admission Criteria; Background; *Court Litigation; Educational Discrimination; *Higher Education; *Medical Schools; *Mexican Americans; Program Attitudes; Racial Discrimination; *Reverse Discrimination; Supreme Court Litigation; White Students

Identifiers: *Bakke v Regents of University of California; California (Davis); Chicanos

110/5/93

EDJ44628 JC770439

California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education.

California Community Colleges, Sacramento. Office of the Chancellor.

23 May 1977

17p.; Tables may be marginally legible due to print quality of the original document

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

California community colleges enroll nearly 1.3 million students in regular instruction (excluding community services). This represents 11% of all higher education enrollments in the nation, or one out of every eight California adults. Using 1975-76 enrollment statistics, these students are characterized as 49% female, 36.2% married or formerly married, 24% minority, 19% veterans receiving benefits, 9% physically handicapped, 31% eligible for Extended Opportunity Programs and Services (EOPS), 29% full-time, 86% enrolled for credit, and 36% attending evening courses only. The average age is 27. Nearly one-third of all full-time students are economically disadvantaged. Sixty-one percent of all students are enrolled in vocational education programs. Of the vocational education students, 42.4% are or have been married, 35.2% are of minority background, and 30.3% are veterans. Compared to non-vocational students, vocational students are more likely to possess a disability which limits their college participation, to be older, self-supporting and working more than 30 hours per week, to come from low income families, to be served by Extended Opportunity Programs and Services, to be receiving food stamps, and to be receiving state vocational rehabilitation grants. Appended is a table indicating enrollment by curriculum and supporting data in chi-square

format. (RT)

Descriptors: Adult Students; Community Colleges; Economically Disadvantaged; Educationally Disadvantaged; *Enrollment Trends; Evening Students; Majors (Students); Marital Status; Minority Groups; Part Time Students; Physical Disabilities; Socioeconomic Background; *Student Characteristics; *Two Year Colleges; *Two Year College Students; Veterans; *Vocational Education

Identifiers: *California; Extended Opportunity Programs and Services

110/5/94

ED122914 JC760301

Enrollment and Attendance: 1966-1976. Research Report 76-03.

Freed, Judee; Weiser, Irv B.

Los Angeles Community Coll. District, Calif.

Apr 1976

39p.; Data by individual campus (pages 21 through 142) have been deleted from this version of the document

Report No.: LACC-RR-76-03

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: STATISTICAL MATERIAL (110)

Journal Announcement: RIESEP76

This publication provides historical data on enrollment, weekly student contact hours (WSCH), and average daily attendance (ADA) for the Los Angeles Community College District (LACCD) and for each college in the District. Detailed enrollment data by student category, ethnic group, and age are provided for the past 2 to 3 years. Less detailed enrollment data are available for 10 years; WSCH and ADA are available for 8 years. Four-year summer enrollment, WSCH, and ADA are also presented. Since the 1966-67 school year, total District enrollment has increased 72.4 percent in the fall and 71.5 percent in the spring. Day enrollment increases in both fall and spring have exceeded evening enrollment increases. The average age of LACCD students has experienced a continuous rise, while white students continue to decline as a percentage of the reporting student body. Nevertheless, white students still represent the largest ethnic group in the District. Student class loads for day students declined in 1975-76, while evening class loads increased. Total 1975-76 District ADA increased 10.3 percent over 1974-75. Appended to this document are enrollment figures for the District's Instructional Television program since its establishment in 1971. (Author/NHN)

Descriptors: Age; Average Daily Attendance; Community Colleges; Day Students; *Educational Television; *Enrollment; Enrollment Rate; *Enrollment Trends; Ethnic Groups; Evening Students; *Multicampus Districts; *Two Year Colleges; Two Year College Students

Identifiers: California (Los Angeles); Los Angeles Community Colleges CA; Weekly Student Contact Hours

110/5/95

ED110525 UD013146

Report of the Study of Collegiate Compensatory Programs for Disadvantaged Youth. A Draft.

Bynum, Effie M.; And Others

Columbia Univ., New York, N.Y. Teachers College.

1972

487p.

Sponsoring Agency: College Entrance Examination Board, New York, N.Y.;

Ford Foundation, New York, N.Y.

EDRS Price - MF02/PC20 Plus Postage.

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC75

Target Audience: Practitioners

This study, funded by the Ford Foundation and the College Entrance Examination Board (CEEB), represents a two and one-half year effort to compile information based on questionnaires, surveys, field studies, and staff and student interviews on the nature, problems, and successes of collegiate compensatory programs for disadvantaged youth. Ten chapters focus on such areas as access to higher education, new students in old institutions, current programs and practices in compensatory education, a review of the literature on the transition from school to college, financial aid for higher education, ethnic studies, other curriculum modifications and remedial practices, reactions of students and college personnel, case studies, and a critical summary encompassing the problems and status of their solution. A series of model programs, said to have been selected because of their representativeness of institutions of higher education or their positive, imaginative, or promising practices, are briefly described. An annotated bibliography citing 98 documents, arranged in the categories of civil rights and access to higher education, programs and practices, characteristics of disadvantaged students, college admissions and guidance, the Negro college, and general literature, is provided. An addendum to the bibliography and additional references are also included. (AM)

Descriptors: Annotated Bibliographies; Black Colleges; Case Studies; Civil Rights; College Admission; *College Programs; *Compensatory Education; Cultural Enrichment; Curriculum Development; *Disadvantaged Youth; *Educationally Disadvantaged; *Equal Education; Ethnic Studies; Financial Support; Guidance Programs; Higher Education; Individual Characteristics; Remedial Programs

Identifiers: California; College of San Mateo CA; College Readiness Program; Franklin University OH; Mariposa State University; Mitford University

110/5/96

ED099071 JC750011

Racial and Ethnic Survey, Fall 1973: California Community Colleges. California Community Colleges, Sacramento. Office of the Chancellor. Jul 1974

B5p.; Fifth annual survey

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: STATISTICAL MATERIAL (110)

Journal Announcement: RIEAPR75

This fifth annual survey presents the racial and ethnic distribution of students and staff in California community colleges. The emphasis is changed from previous years, however, to include statistical data on the sex composition of students and staff, and progress by the Chancellor's Office and the colleges in affirmative action efforts, including indepth descriptions of the affirmative action activities of several districts. The percentage of minorities in all student categories and nearly all ethnic classifications increased from fall 1972 to fall 1973. Minority students constitute approximately one-fourth of total college enrollment. Similar increases in minority composition of staff have occurred. During the fall of 1973, women constituted 48 percent of all enrollment and 41 percent of

all district personnel. The appendixes, making up the major portion of the report, include statewide statistics on staff and students, the Chancellor's Office minority policy and statistics, the Affirmative Action Program Outline adopted by the Board of Governors, and other affirmative action related documents. (Author/MJK)

Descriptors: *Affirmative Action; College Faculty; Enrollment Trends; Equal Opportunities (Jobs); Ethnic Groups; *Minority Groups; Nondiscriminatory Education; *Racial Composition; School Personnel; Sex Discrimination; *Statistical Surveys; *Two Year Colleges; *Two Year College Students

Identifiers: California; California Community Colleges

110/5/97

ED094803# JC740259

Chicano Studies and the California Community Colleges. Chicano Course Descriptions.

Fernandez, Jose R., Comp.

[1970

142p.

Available from: Ray Reyes, Ventura College, 4667 Telegraph Road, Ventura, California 93003

Document Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC74

This compilation of descriptions of courses offered at 62 community colleges is prefaced by a paper titled "What Are the Objectives of Chicano Studies?" by Manuel H. Guerra. All of the community colleges listed are located in California. (DB)

Descriptors: *Bilingual Education; College Curriculum; *Community Colleges; *Course Descriptions; *Ethnic Studies; *Mexican Americans; Postsecondary Education; Spanish Speaking

Identifiers: California; *Chicano Studies

110/5/98

ED088638 RC007772

The Program of Special Directed Studies: A Five Year Summary.

Mornell, Eugene S.

Claremont Univ. Center, Calif.

Jun 1973

17p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUL74

The report described one relatively small but extensively researched special admission and compensatory education program at The Claremont Colleges, California. The Program of Special Directed Studies for Transition to College (PSDS) was administered by the Claremont University Center. PSDS was a 5-year experimental project primarily funded by the Rockefeller Foundation. It recruited, selected, and provided a program for students whose high school achievement was inadequate to secure regular admission to the colleges. The program was primarily developed for Mexican American students, although Black, Asian American, American Indian, and Anglo students were included. These students all reflected characteristics of "disadvantage" and "risk". PSDS provided selected students with some \$3,800 per year in financial assistance, a special education program, and

up to 2 years to qualify for regular college admission. In all, 158 students (61.4% Spanish surnamed) entered the Claremont Colleges through PSDS. Of these, 95 matriculated. The findings tentatively suggested that carefully defined special admission procedures will minimize failure, although the issue of compensatory education effectiveness remains basically unexplored. The findings also suggested that the traditional cognitive measures used to predict academic success for all students are valid only for the student with traditional credentials. Lacking evidence to the contrary, the success of the program at this time may be attributed to selection alone. (KM)

Descriptors: Academic Achievement; Academic Standards; American Indians; Anglo Americans; Blacks; Cognitive Measurement; *College Admission; College Students; *Compensatory Education; *Disadvantaged Youth; *Mexican Americans; *Minority Groups; Non English Speaking; Program Effectiveness; Program Evaluation

Identifiers: California; *Claremont Colleges CA

110/5/99

ED081550 RC007259

The Indian College Student in California: 1967-1972.

Chavers, Dean

California State Coll., Hayward.

1972

24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN74

The document is a report of the American Indians in higher education in California. Some 2,400 Indian students are expected to enroll in the academic year 1972-73, at some 55 or more colleges and universities in California. To serve the special needs of the Indian population, \$1,047,500 was allocated for some 19 of these institutions. This figure includes staff salaries for faculty, curriculum development, counseling, recruiting, and financial aids officers. Despite the impressive growth in numbers of Indian students, faculty, support services, curriculum, and budget, though, the total commitment of higher education institutions to the Indian student is not nearly adequate to meet their needs. Topics of discussion include: (1) the Indian student; (2) Budget: what share does the Indian get? (3) Native American Studies; (4) Areas for further research--dropout rate, success of Indian students in relation to Indian-oriented curriculum, skills needed on California Indian reservations, etc.; and (5) 4 appendixes--arriving at the figures, selected statistics, reasons for dropout, and staff totals. (FF)

Descriptors: *American Indians; Budgeting; *College Bound Students; College Curriculum; Enrollment Trends; *Higher Education; Recruitment; *Student College Relationship; *Student Needs; Tables (Data)

Identifiers: *California; Native American Studies

120/5/1
EJ390853 HE525403

Many Campuses Now Challenging Minority Students to Excel in Math and Science.

Watkins, Beverly T.
Chronicle of Higher Education, v35 n40 pA13,16-17 Jun 14 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJOC89

A program developed by a mathematics educator at the University of California at Berkeley is changing the way mathematics and science are being taught to minority group students. The workshop program stresses academic excellence and tackles mathematics problems that are tougher than those in the regular class. (MLW)

Descriptors: Academic Achievement; Black Students; *College Instruction; *College Students; Higher Education; Hispanic Americans; *Mathematics Instruction; *Minority Groups; Program Descriptions; *Sciences; Workshops
Identifiers: Treisman (Philip Uri); University of California Berkeley

120/5/2
EJ378394 UD513921

Status of Minority Enrollment in California Schools of Business: U.S. Implications.

Ramey, Felicenne H.
Western Journal of Black Studies, v12 n2 p92-98 Sum 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB89

Surveys four-year college business programs in the state of California. Finds that all respondents need to increase the number of minorities in order to have percentages equal to that of those respective minorities in the area where the schools are located. (FMW)

Descriptors: American Indians; Asian Americans; Black Students; *Business Administration Education; *College Students; Enrollment Rate; Ethnic Groups; Higher Education; *Minority Groups; *Racial Composition; School Surveys
Identifiers: *California; Hispanic Students

120/5/3
EJ372241 HE524071

Hispanic Students Continue to Be Distinctive.
Change, v20 n3 p43-47 May-Jun 1988
Available from: UMI

Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOC88

An on-going survey of incoming freshmen shows that Hispanics are taking on the characteristics of college students in general. College selection, academic goals, nonacademic goals, and attitudes on social and political issues are discussed. (MLW)

Descriptors: *College Choice; *College Students; Higher Education; *Hispanic Americans; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Surveys; Trend Analysis; *Values

Identifiers: Carnegie Foundation for Advancement of Teaching; *Cooperative Institutional Research Program; University of California Los Angeles

120/5/4
EJ370663 HE524020

Mexican-American Clinical Trainings: A Pilot Project.
Zuniga, Marie E.

Journal of Social Work Education, v23 n3 p11-20 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJSEP88

A pilot project is described that provides bilingual and bicultural social work clinical services to undergraduate Mexican-American students at California State University. Practice issues and cultural perspectives are discussed that supported the training of two social work graduate interns in the provision of culturally syntonio services. (Author/HH)

Descriptors: Biculturalism; *Bilingualism; Clinics; College Students; *Counseling Services; Cultural Context; Higher Education; Interventions; *Mexican Americans; Pilot Projects; Professional Education; *Social Work; *Sociocultural Patterns

Identifiers: California State University

120/5/5
EJ330086 HE520419

Early Identification and Support: The University of California-Berkeley's MESA Program.

Smith, Mary Perry

New Directions for Teaching and Learning, (College-School Collaborations: Appraising the Major Approaches) n24 p19-25 Dec 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJ MAY86

The MESA Program, a collaborative effort between the University of California-Berkeley College of Engineering and Oakland Technical High School, is described. The program provides evidence of what can be done with early intervention for students' motivation and performance levels and minority recruitment efforts. (Author/MLW)

Descriptors: *Ability Identification; Black Students; *College School Cooperation; College Students; Engineering; Higher Education; High School Students; *Intervention; Mexican Americans; *Minority Groups; Models; Program Descriptions; Program Evaluation; *Student Motivation; *Student Recruitment

Identifiers: *MESA Program; University of California Berkeley

120/5/6
EJ279732 HE516935

Entrevista/Interview: Q: How to Raise Money for Your Hispanic Students?
A: Involve Your Alumni and Their Corporate Contacts.

Taylor, Karla

CASE Currents, v9 n4 p18-21 Apr 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJAUG83

An interview with Raul Vargas, the director of the University of Southern California's Office for Mexican American Programs is presented. The office provides scholarships for some of USC's Hispanic undergraduates, raises scholarship money through alumni and corporate contacts, and acts as a liaison between the university and the Hispanic community. (MLW)

Descriptors: Alumni; *College Students; *Fund Raising; Higher Education; *Hispanic Americans; Interviews; *Scholarship Funds; School Business Relationship

Identifiers: Mexican American Alumni Association; *University of Southern California; Vargas (Raul)

120/5/7

EJ279730 HE516933

Action/Action: A Coast-to-Coast Sampling of Innovative Hispanic Programs. Taylor, Karla

CASE Currents, v9 n4 p11-13 Apr 1983

Available from: Reprint: UNI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJAUG83

Some innovative programs designed to draw more Hispanics into higher education are described: Pan American University's Talent Search project, guaranteed admission for students with associate's degrees to Florida state universities, the College Assistance Migrant Program, the Border College Consortium, outreach program for junior and senior high students, etc. (RLW)

Descriptors: Access to Education; College Students; *Higher Education; *Hispanic Americans; *Innovation; Program Descriptions; *Program Development; *Student Recruitment

Identifiers: Border College Consortium; Florida International University; Miami Dade Community College FL; Pan American University TX; St Augustine College IL; St Edwards University TX; Talent Search; University of California Irvine

120/5/8

EJ228384 DE527763

Making the Multiversity More Multiethnic.

Walsh, John

Science, v209 n4455 p473-75 Jul 1980

Available from: Reprint: UNI

Language: English

Document Type: JOURNAL ARTICLE (080); HISTORICAL MATERIAL (060); REVIEW LITERATURE (070)

Journal Announcement: CIJDEC80

Predicts imminent pressures on the state of California's education system, particularly on the nine-campus University of California (UC), due to demographic and financial trends and a shift in the ethnic mix in the college-age population. Discusses the problem of providing greater access to UC while preserving academic standards. (CS)

Descriptors: College Students; Demography; *Educational Trends; Ethnic Distribution; *Financial Problems; *Higher Education; *Hispanic Americans; Migration; *Minority Group Influences; Population Trends

Identifiers: California

120/5/9

ED299919 HE021912

The Davis Social Environment. A Report of Student Opinions. Low, Jane H.

California Univ., Davis. Office of Student Affairs Research and Information.

Aug 1988

37p.; For a related document, see HE 021 911.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR89

The perceptions of undergraduates regarding the social environment of the University of California-Davis campus are presented, based on a student opinion survey. The extent and nature of social integration among undergraduates is discussed, with a focus on whether the social environment differs among ethnic groups (Black, Chicano, Asian, and White). The four aspects of the social environment explored are: extracurricular activities; rules and regulations of student life; community relations; and social problems (health and well-being and intolerance on campus). Some of the major findings are as follows: undergraduates overall are well satisfied with most aspects of the campus' social environment; satisfaction level among ethnic groups vary considerably; Davis undergraduates are generally very pleased with extracurricular programs and services; students are moderately satisfied with the rules and regulations that govern student life; undergraduates overall report fairly high satisfaction with community relations on the Davis campus; Davis students overwhelmingly single out alcohol abuse as the most serious of the health and well-being problems; and student overall rate intolerance of homosexuality as a more serious problem for Davis students than racial intolerance (though this opinion is not shared by Blacks). Two appendices are persistence and graduation data and responses to individual questions. Tables showing measures of social integration are included. Contains 12 references. (SM)

Descriptors: Asian Americans; Blacks; College Environment; College Students; Community Relations; *Ethnic Groups; Extracurricular Activities; Higher Education; Hispanic Americans; *Social Environment; Social Integration; Social Problems; State Universities; *Student Attitudes; Student Characteristics; *Student College Relationship; Undergraduate Students

Identifiers: *University of California Davis

120/5/10

ED299025 PG017539

Unfinished Business: Fulfilling Our Children's Promise. A Report from the Achievement Council.

Haycock, Koti; Navarro, M. Susana
Achievement Council, Inc., Oakland, CA.

May 1980

47p.

Sponsoring Agency: Ahmanson Foundation, Beverly Hills, CA.; San Francisco Foundation, Calif.; William and Flora Hewlett Foundation, Palo Alto, Calif.

Available from: Achievement Council, 1016 Castro Street, Oakland, CA 94607 (first copy free of charge; additional copies, \$5.00 each. California residents must add 7% sales tax).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); GENERAL REPORT (140)

Geographic Source: U.S.; California

Journal Announcement: RIEFEB89

This report discusses the education of Latinos, Blacks, and low-income students in California. Over the past 10 years, California's society has shifted from a predominantly White to a predominantly ethnic society. The number of the state's people living in poverty has increased, and poverty

has been concentrating in big cities. The achievement gap between Latino and Black students and other students is significant. The report suggests that the causes of low achievement include the quality of education that poor and minority children receive and an environment that has limited resources with which to support students. Some schools have attained high achievement among minority and low-income students. Foremost among common characteristics of these schools is a belief that all students can learn. Three of these schools, Sweetwater High School, Claremont Middle School, and Bell Gardens Elementary School are covered. Fifteen recommendations concerning the curriculum, teachers, principals, parents, and communities of California are offered. The report concludes with an appendix. (RJC)

Descriptors: *Academic Achievement; Blacks; College Students; Disadvantaged Environment; Educational Improvement; *Elementary School Students; Elementary Secondary Education; Higher Education; Hispanic Americans; *Low Income Groups; *Minority Groups; *Public Policy; *Secondary School Students; State Government; Whites

Identifiers: *California; California Assessment Program

120/5/11

ED296829 RD016638

Chicanos in Elite Public Universities: A Dual Profile.

Nickelson, Roslyn Arlin; Rodriquez, Consuelo Juarez

20 Apr 1987

31p.; Earlier version of this paper presented at Meetings of the American Educational Research Association (Washington, DC, April 20, 1987).

Sponsoring Agency: California Univ., Los Angeles. Chicano Studies Center.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEDEC88

Previous research on Mexican Americans in higher education has ignored more prestigious institutions. A survey of 63 of the 79 Chicano graduates of the University of California, Los Angeles (UCLA) in 1979 revealed 2 distinct groups. One group (57%) resembled the traditional profile of Mexican American college students. These students came from low-income or working class families, were first or second generation Americans, were the first college graduates in their families, had often learned Spanish as their first language, and had received little preparation or encouragement for college. They often perceived the university as a hostile or foreign environment. A little over half graduated with grade point averages (GPAs) over 3.0. The nontraditional Chicano students came from middle-class families, often had parents who were college graduates, had learned English as a first language, had gone to high schools where Anglos were in the majority, and did not view UCLA as a hostile or foreign environment. Compared to the traditional group, nontraditional students had less need for financial assistance, and were less likely to have Mexican American peers. Ninety percent graduated with GPAs over 3.0. The early exposure of nontraditional Chicano students to middle class, Anglo "cultural capital" is a critical factor which enables them to negotiate the university on their own terms. Nontraditional Chicanos do not signal their nonAnglo status. The report includes a data table on selected variables, and 56 references. (SV)

Descriptors: Academic Achievement; College Students; Educationally Disadvantaged; *Educational Status Comparison; Higher Education; *Mexican American Education; *Mexican Americans; *Public Colleges; Social Class;

Socioeconomic Status; State Universities; Student Adjustment; Student Alienation; *Student Characteristics
Identifiers: *Chicanos; *University of California Los Angeles

120/5/12

ED241214 RC014617

Hispanics and the Extended Opportunity Programs and Services in California Community Colleges.

Leon, David J.

May 1980

14p.; Paper presented at the Southeast Conference on Education of Hispanics (Miami, Fla., May 7-9, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL84

A preliminary examination of Extended Opportunity Programs and Services (EOPS) in California's 107 community colleges was conducted by requesting information on individual programs; 87 responses were received. EOPS programs were established by the California Legislature in 1968 to recruit high-risk minority and low-income students and provide them with financial assistance, peer and professional counseling, tutoring, and other services to help them succeed at community colleges and perhaps transfer to 4-year colleges or universities. In 1976, 70% of EOPS students came from minority backgrounds; 33% were Hispanic and 30% Black. The EOPS study resulted in identification of five key variables: program leadership/philosophy, organizational structure, college environment, faculty input, and community influence. The majority of EOPS directors have at least postgraduate work or master's degrees; Hispanics represent the largest group of EOPS directors, followed by Blacks and Whites. EOPS organizational structures demonstrate either self-determination (separate entities with their own financial aid and academic and personnel support services) or integration (EOPS students integrated with the regular student population). Research indicates that supportive college environments enhance academic performance of minority students. Faculty on some campuses is more actively involved than on others. EOPS advisory committees, composed of students, faculty, administrators, and community people, vary in their degree of activity. (NH)

Descriptors: Academic Achievement; Administrator Characteristics; Advisory Committees; Blacks; Citizen Participation; College Administration; College Environment; College Faculty; *College Students; *Community Colleges; Educational Opportunities; *Educational Strategies; *Hispanic Americans; Low Income; *Minority Groups; Population Trends; Program Costs; Program Descriptions; Student Recruitment; Two Year Colleges; Whites

Identifiers: *California; *Extended Opportunity Programs and Services

120/5/13

ED239621 RC014487

Academic Achievement and Reading Ability: Hispanics, Males and Females.

Rivera, Manuel G.

19 Nov 1983

40p.; Paper presented at the National Association for Chicano Studies, Northern California Regional Conference (Santa Clara, CA, November 19, 1983).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY84

Target Audience: Teachers

To determine the relationship of reading ability to age, sex, Hispanic ethnicity, and majors in economics, political science, history, and psychology, 141 students who completed summer social science courses at a California community college were given the Nelson Denny Reading Test, which scores for vocabulary and comprehension. Of the 141 students, 77 were females, 48 males, and 16 Hispanics (not differentiated by sex); average age was 23. For females, correlations were significant at the .01 level between grade and vocabulary, comprehension, and total score. Male and Hispanic correlations were not significant at .05 or .01 levels. F ratios were computed to determine if mean differences of age, vocabulary, comprehension, total score, and grade were significant at .01 or .05 levels. The vocabulary and total score F ratio indicated that differences between the means of males, Hispanics, and females were significant at .01 level. In analysis by academic discipline, economics students obtained the highest mean grade, followed by political science, psychology, and history; economics students had the highest grade level equivalency (14.6), then history (13.9), psychology (13.7), and political science (13.2). Findings indicated academic achievement was related to vocabulary and comprehension ability in reading. (MH)

Descriptors: Academic Achievement; Age Differences; *College Students; Community Colleges; Correlation; *Females; Grade Equivalent Scores; Higher Education; *Hispanic Americans; *Majors (Students); *Males; *Reading Ability; Reading Comprehension; Scores; Sex Differences; Social Sciences; Summer Schools; Vocabulary Skills

Identifiers: California Community Colleges; *Nelson Denny Reading Tests

120/5/15

ED232841 RC014264

Antecedents to High Educational Achievement Among Southwestern Mexican Americans.

Amodeo, Luiz B.; Martin, Jeanette
1982

22p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Albuquerque, NM, Fall 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Mexico

Journal Announcement: R1EDECB3

The study examined antecedents to high educational achievement of 42 selected Mexican Americans (university professors, third-year law students, and third- and fourth-year medical students) in 5 southwestern universities (4 in California and 1 in New Mexico). Two related considerations prompted the investigation: failure of many Mexican Americans to achieve collegiate success; and the assumptions of many writers that this lack of achievement is related to the parents' low level educational aspirations. All respondents were identified as being members of the Mexican American minority population either through self-disclosure, affiliation with minority campus groups, and/or information supplied by friends. A self-administered questionnaire was used to obtain data on family characteristics, educational background, language, and personal information. A total of 34 males and 8 females returned the questionnaire. Parents' support and encouragement was most frequently cited as the single factor contributing to the individual's high academic achievement. Teacher interest and high grade point average also seemed to play important roles in the respondents' achievement. Perhaps the variables that most influenced the respondents' success were those unmeasured variables that comprise "luck." (Author/MH)

Descriptors: *Academic Achievement; Academic Aspiration; *College Students; Educational Background; Family Characteristics; Grade Point Average; Higher Education; *Mexican Americans; *Parent Aspiration; Parent Attitudes; Parent Influence; Spanish Speaking; *Student Teacher Relationship; *Success

Identifiers: California; New Mexico

120/5/16
ED205360 RC012677

Chicano Students in Institutions of Higher Education: Access, Attrition, and Achievement. Research Report Series. Volume I, Number 1.

de los Santos, Alfredo G., Jr.; And Others

Texas Univ., Austin. Coll. of Education.

Dec 1980

140p.

Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.

Grant No.: NIE-G-79-0051

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Texas

Journal Announcement: RIEDEC81

To ascertain enrollment/access, retention/attrition and completion/achievement rates for Hispanic and non-Hispanic male and female students enrolled in institutions of higher education, previously-collected data available at national, state and institutional levels were compared. Data from two universities and two community colleges in each of two states (California, Texas) were used because of high concentrations of Chicanos living there. In 1976, Hispanics comprised 5.29% of U.S. population, 15.9% of California population and 20.78% of Texas population. Chicanos represented 2.9% of U.S. public university full-time enrollment, 6.4% of U.S. two-year enrollment; 7.15% of California state college and university and 8.8% of Texas public senior college and university enrollment; and 10.15% of California and 16.57% of Texas community college enrollment. National data from two-year and four-year institutions indicated that Hispanics had significantly higher attrition rates than non-Hispanics. The percentage of degrees earned by Hispanics at all levels was disproportionately lower than the percentage Hispanics represented in the total population. A major finding was that data collected by national, state and local institutions were neither comparable or compatible, something of importance in a system where numerical counts determine decisions concerning allocation of courses, faculty, student services, and scholarships. (NEC)

Descriptors: Academic Achievement; Access to Education; *College Graduates; College Students; Community Colleges; Degrees (Academic); *Enrollment; Females; Higher Education; *Hispanic Americans; Males; Mexican American Education; *Mexican Americans; National Surveys; *Student Attrition; Trend Analysis; Universities

Identifiers: *California; Chicanos; *Texas

120/5/17
ED190005 HE012962

Equal Educational Opportunity in California Postsecondary Education, Part III.

California State Postsecondary Education Commission, Sacramento.

Mar 1980

266p.; For related documents see ED 143 290 and ED 175 295. Best copy available.

EDRS Price - MF01/PC11 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC80

Government: State

The effectiveness of institutional, state, and federal efforts to expend

educational participation in California is examined in this third of a three-report series on equal opportunity in California postsecondary education. The purposes of this report are to: (1) review the progress made during the past five years, (2) identify the barriers to further progress, (3) inventory existing student affirmative action programs, and (4) provide recommendations for a coordinated statewide effort to increase the educational participation of low-income, ethnic minority, and women students. Chapters present statistical information and conclusions on such areas as: the participation of ethnic minorities and women in postsecondary education; barriers to expanded participation in postsecondary education; existing campus-based programs; "Special Action/Exception" admissions policies; student financial assistance programs; meeting the needs of students with dependent children; and recommendations for a coordinated statewide effort in student affirmative action. Several conclusions were reached, such as: the underrepresentation of Chicano students is particularly severe since they constitute the largest and the fastest-growing ethnic minority group in California; more coordination is needed between federal, state, and institutionally funded student affirmative action programs; and there is a general lack of formal cooperative efforts among postsecondary institutions in outreach programs designed to assist ethnic minority and low-income students in gaining access to postsecondary education. (LC)

Descriptors: *Access to Education; *Affirmative Action; American Indians; College Students; Cost Effectiveness; Equal Education; Equal Opportunities (Jobs); *Ethnic Groups; *Higher Education; *Minority Groups; Resource Allocation; Selective Admission; Spanish Americans; Student Financial Aid; Womens Education

Identifiers: *California

III - 2

COMPILATIONS OF THE LITERATURE

SAMPLE NEWS REPORTS

GOLDEN GATER 2-23-89

Minority groups struggling to gain greater freedom

Opinion

By LESBIAN/GAY ALLIANCE

As members of the Lesbian/Gay Alliance of SF State, we were highly offended and disturbed by Jawana Kunjufu's destructive remarks concerning homosexuals. A minority group ourselves, we acknowledge every minority's right to struggle for the achievement of greater freedom and recognition within our society. However, we cannot condone promoting one minority's struggle at the expense of another.

Mr. Kunjufu is quoted as stating,

"When we lose a black man to another black man, we lose two." We feel that when people are honest and open about their sexual preference, this does not necessitate betrayal of their ethnic heritage. Throughout history, lesbian and gay men from all cultures have made significant contributions to society in many diverse areas, including art, literature, politics, etc. Homosexuals will continue to exist, regardless of society's acceptance or condemnation.

Mr. Kunjufu commented that a major problem is "that African Americans do not know and like who they are." We believe that an important part of self-esteem includes an awareness and acceptance of one's own sexuality.

Striving for the goals of freedom and equal rights for *all* minorities is important. The separation of race verses sexual preference only serves to perpetuate the divisions which currently exist in our society. Fighting between minorities is a bigot's dream; divide and conquer. By working together we can build a "Rainbow Nation," with every color, ethnic background and sexual preference represented. Together we can defeat our true enemies -- ignorance and hatred, which keep us from reaching our fullest potential as a society.

Written by Nancy Brunn and Jennifer Spurlock on behalf of all members of the LGA

Commission to study reports of discrimination

The University Commission on Human Relations: Focusing on Racism and other forms of Discrimination is in the process of documenting the nature and extent of racism and other forms of discrimination at SF State.

The commission invites testimony — oral or written — from students, staff, faculty or administrators about: racist, sexist and/or homophobic behaviors and discriminatory acts based on: disability, sexual preference, ethnicity and/or religion experienced or observed on campus.

The commission will begin hearing testimony this month, with further testimony in the fall. Open meetings will also be held in the fall. In addition, a questionnaire for the campus community is being designed.

After the commission has gathered information, it will report to the campus community on its findings. It will also recommend ways for improving the university climate, establishing or changing policies and practices and will propose procedures for adjudication and redress of claims of discrimination.

Confidential testimony will be given in closed, taped hearings before small subcommittees of the commission. Interpreters of the hearing-impaired will be available when adequate notice is given. Unless witnesses choose to appear together, only one witness will appear at a time before a subcommittee.

Written statements may also be submitted, but they must be signed. Respondents are asked to describe discrimination that has occurred but are asked not to identify individuals by name. All submissions, oral or written, will be kept strictly confidential. Only members of the subcommittees will have access to the identity of the witnesses.

Anyone who wishes to discuss experiences or observations with the commission should write or call Jean Humphrey (Library Administration Office) at 338-1681 by Wednesday, May 10. Hearings will begin the week of May 15.

SFSU
Golden Gate
5-2-89

One man's remedy for Asian identity

Psychiatrist gives definition to lives

By Dexter Waugh
OF THE EXAMINER STAFF

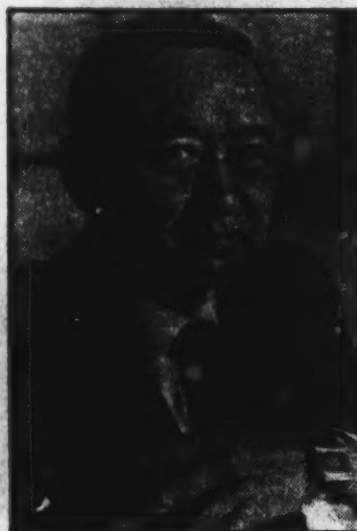
He was a fourth-generation American, growing up in Chinatown; but to the "big Caucasian bully" who yanked him off a cable car climbing a steep hill, Allan Seid probably was just another Chinese kid.

It didn't dawn on Seid until much later that maybe the reason for the assault had something to do with his race. And it wasn't until years after that, when he was a practicing clinical psychiatrist in Palo Alto, that he began seeing the same kind of long-repressed memories of assaults and racial slurs dawn in the consciousness of his young Asian American patients.

Concern over how youngsters of Asian heritage grow up perceiving themselves drove Seid in 1973 to gather together a small group of other community activists and form Asian Americans for Community Involvement.

One of their major and lasting successful efforts led to the state Board of Education changing the traditional way California's public schools adopted textbooks. To guard against continued racial ste-

[See SEID, B-7]



EXAMINER/KURT ROGERS

Allan Seid says, "In order to have proper self-esteem, a person has to feel OK about their skin color."

SF CHRONICLE
5-7-89

Asian remedy to deal with identity

Typing, the board in 1976 required textbooks to be screened by committees of ethnically diverse citizens.

Seid was appointed in 1979 by Gov. Jerry Brown as the first Asian American member of the board. He served until 1983. His greatest achievement, he said, was getting the board to require first-graders to be taught "who is an American?"

That stemmed from something he once saw in a Palo Alto classroom — the teacher asked the students to identify the American in a picture of people of many different races. "They would point to this blonde, blue-eyed kid," said Seid. "The lesson ended with the teacher saying, 'All these people are Americans. That always stayed with me. Public schools really mess with your identity,'" said Seid. "It can cripple a kid for life. I was getting tired of putting broken vases together — seeing teens break down. You've got to get at the cause early."

Western methods don't work

"By and large, Western therapeutic techniques and assumptions don't work for Asian cultures," he said.

Seid's office walls are covered with framed diplomas and certificates honoring his work over the years in mental health, education and civil rights advocacy.

He has served on dozens of Santa Clara County boards and Asian organizations and is founder of a national advocacy network called the Asian Pacific American Coalition, with chapters in 26 states.

But Seid, a self-effacing man, dismisses the documents on the walls as "all a bunch of papers to impress funders. I'd rather have the (Chinese series of) paintings of 12 classical women."

Yori Wada, a University of California regent long involved in Asian American cultural and educational activities, said the national coalition Seid started "would not have gotten off the ground if not for his work."

Wada credits Seid with being a "very forceful" organizer, who worked hard to breathe life into the coalition.

A quiet man? "Not in meetings," Wada chuckled. "In meetings, he's a different person."

His ancestor came to state in 1880

Seid, whose great-grandfather came to California from southern China around 1880 to work as a laborer, said it was "common" when he was growing up in Chinatown for teachers to discourage and even punish students who spoke Chinese in class.

"Most Chinese parents, maybe some even today, tried their best to protect their kids. My mother and father said, 'Just remember you come from a civilization that's 5,000 years old — your race was using chopsticks when Europeans were still using fingers.'"

"But those things are not effective for a kid who needs some strategy to deal with bullies coming at you with racial slurs."

Seid says he is disturbed at the aspect of new generations of Asian immigrants rapidly becoming Americanized and shunning the language of their parents, whether they be Vietnamese or Cambodian or Chinese.

"On a personal level, in order to have proper self-esteem, a person has to feel OK about their skin

knowledgeable about a culture on an emotional level without the language," he said.

Today, in a large office on the Alameda in San Jose, Seid's 15-year-old organization, Asian Americans for Community Involvement, has a staff of 32, many of them fluent in Asian Pacific languages. It operates with state mental health grants ministering to the needs of Santa Clara County's Asian population, estimated at 240,000, a large portion of whom are recent immigrants.

None of AACT's literature translated into Asian languages uses the words "mental illness," because the concept of being ill in the head is regarded as a stigma in Asian cultures, he said.

The 53-year-old Seid stumbled on this for himself nearly 25 years ago during his days in residency at Stanford University Medical Center's psychiatry department.

"They do an excellent job of training how to treat Westerners, but I knew instinctively it wouldn't work with Asians," Seid said.

Seid went back to Stanford for further study into the effects of cultural factors on the causes of mental illness. Doing that, he said, "got me centered, back to feeling right. I got the theoretical knowledge of how you work with cultures different than Western culture."

Kyung-won Lee, a Sacramento-based social commentator on Asian American affairs and president of the Korean American Journalists Association, said Seid through his years of advocacy and work has become a role model for other Asian Americans, particularly youths.

Seid, said Lee, is "so gentle and quiet; but listen, he has the steel of convictions. He looks so lackadaisical, but he reminds you of the Great Wall. The man is a 'Long March.'"

Seid was once like many young Asian Americans, educated in a system that is primarily Eurocentric, having their identities defined by "white institutions," said Lee.

"What he's saying is, unless we define ourselves as a person, as a people, somebody else will do it for you. And I think he's doing his best to bridge that gap."

Chronicle
5-7-89

5-11-89

The Image of Asian Americans

By Diane Curtis
Chronicle Staff Writer

Asian American students at the University of California at Berkeley lack faculty role models, are victims of an "anti-Asian climate" and are more harmed than helped by their image as the "model minority," according to a UC report released yesterday.

The advisory report, "Asian Americans at Berkeley," was written by a task force of community and education leaders headed by Janice Koyama, director of the Moffitt Undergraduate Library, and Professor Yuan T. Lee, a Nobel laureate in chemistry.

The 18-month study attempted to examine experiences of Asian students, faculty and staff, and to recommend ways the university could improve Asian Americans' academic and working lives.

The image of Asian American students as nose-to-the-grindstone academics on the path to success "may seem harmless, even positive," the report said.

"But, like all racial stereotypes, it has damaging consequences at many levels," such as putting pressure on Asian Americans to conform to their image and giving society an easy target on which to blame certain social, political and economic ills.

Diversity Ignored

Many university programs and policies appear to reflect the stereotypical view, the report said. Such a view ignores the wide diversity of Asian Americans in terms of income, ethnic background and birthplace and the discrimination they face.

UC spokesman Tom Debley said the administration will consider the recommendations of the report in conjunction with recommendations made in similar reports on blacks, Chicanos and women.

"These reports really get to the

heart of what the campus needs to do as it moves into this new era of diversity," Debley said. "As a result of the ideas raised and the discussion that will take place, we'll move forward on these issues."

The task force recommended more aggressive affirmative action hiring and enrollment, the addition of a position in the chancellor's office to focus on concerns of Asian American students, improved language and cultural acclimation programs for immigrant students and special counseling.

The task force also said it favors such curriculum changes as the recently approved requirement of a course in American culture that would move UC away from its "Eurocentric" focus.

While the university has cleaned up an admissions system that discriminated against Asian Americans in the past, the report said, it should take care to ensure that admissions policies are regularly reviewed and evaluated and that they protect poor and disadvantaged applicants.

Subtle Racism Felt

A large majority of Asian-American students, the report said, "felt that subtle racism and insensitivity" are prevalent on campus. Another common refrain, the report said, was the lack of ethnic role models among both faculty and staff who may take a greater interest in Asian American students.

Asian Americans — including Chinese, Filipinos, Koreans, Japanese, Thais, other Southeast Asians, East Indians and Polynesians — make up 27 percent of the UC-Berkeley undergraduate student

body and 10 percent of the graduate student population.

In schools and colleges, Asian Americans are most heavily concentrated in the College of Chemistry, followed by the College of Engineering, the School of Business Administration, the College of Environmental Design, the College of Natural Resources and the College of Letters and Science.

Asian Americans themselves, the report said, must share responsibility for lack of representation in certain fields. Parents put tremendous pressure on their children to succeed academically, particularly in such lucrative fields as science or engineering.

Students need university counseling that is sensitive to such pressures, the report added.

Stanford Minorities Petition President

■ STANFORD — About 80 minority students at Stanford University posted a list of demands on the office door of university President Donald Kennedy yesterday after a rally calling for an end to campus racism.

Leaders of Stanford Students of Color, a coalition of minority student groups, urged creation of a discrimination review board to act on complaints of racial slurs and incidents.

More than 150 students took part in the noontime rally. Rally organizers then led a march to Kennedy's office, where the list of demands was tacked to the door.

The demands include creation of a task force to plan for an Asian American Studies Department, hiring of tenure-track professors in Asian American and Native American studies and appointment of a dean to the campus Chicano center.

The students also want more pay for graduate teaching assistants, a student representative on the Stanford board of trustees, increased hiring of women and minority faculty and increased student loans.

San Francisco
Chronicle
5-12-89

5-16-89

VINCENT CARROLL**Free Speech
In College**

THIS COUNTRY'S universities, which even in national crisis should stand as bastions for unfettered expression, have instead become shock troops in an unexpected assault on the First Amendment.

From Stanford to the University of Michigan, from Emory to the University of Wisconsin, schools are debating or have already approved "anti-harassment" policies that restrict free speech.

Typically, the policies target racial, sexist or anti-homosexual jokes, insults, or other demeaning comments. Sometimes the outlawed speech includes references to a person's religion, disability or national origin.

Quite obviously, a noble goal lies behind this surging trend: The desire to curb racial incidents and promote tolerance. Unfortunately, the chosen means utterly flunk the test of a free society.

PROPONENTS OF these policies believe that some speech — but only that which offends them, of course — is just too dangerous to be endured, that we are better off never hearing it.

Does their rationale sound familiar? It should, since it's the same one used by every censor throughout history.

Gerald Gunther, professor of constitutional law at Stanford, penned a devastating critique of the policy in a letter to that university's Student Conduct Legislative Council:

"The refusal to oppress offensive speech is one of the most difficult obligations the free-speech principle imposes on all of us," he wrote. "Yet it is also one of the First Amendment's greatest glories, and indeed it is a central test of a community's commitment to free speech."

Just so. Guarantees of open expression are a sham if painful or controversial speech is already outlawed on another pretext.



Where would the effort end, anyway? Under these anti-harassment policies, for example, a student could get away with calling someone a "stupid, lying ignoramus" but be punished for describing the same person a "dumb Pakistani." Yet each phrase reveals nothing but contempt for the target. If one is to be banned, why not both?

For that matter, at exactly what point would sanctions kick in? If an advocate of the right to abortion referred to "backward Catholic teachings," would she be expelled from school because of the unflattering reference to a religion? Would the use of the word "cripple" be outlawed in normal conversation when referring to disabled people confined to wheelchairs?

Would all ethnic jokes be banned, or only those directed at non-European groups who are more aggressively sensitive about slights against their heritage? What if a student with the last name, say, of Gallo objected to a skit in which thuggish fellow with thick Italian accents swaggered about on stage?

As Ira Glasser of the American Civil Liberties Union points out, the "sweep" of anti-harassment rules "is going to be broader than the things (they're) trying to contain."

BUT EVEN IF the rules could be tightly tailored, there are better means of dealing with racist or sexist incidents — especially in the enclosed environment of an university. Why not marshal the outrage of the majority to isolate and undermine resident bigots? Moral confrontation may not be pleasant, but it can be wonderfully effective. The history of the civil rights movement radiates with examples of successful campaigns to turn public opinion against leading racists.

"More speech, not less, is the proper cure," observed Professor Gunther. It is also the only cure that respects our constitutional liberties.

Vincent Carroll is editorial page editor of the Rocky Mountain News.

Where Minority Hiring Gets an F

In Academe, the Legacy of Racism Defeats Affirmative Action

By VERNON C. THOMPSON

If faculty departments and hiring committees nationwide were given a grade for their efforts to recruit and retain ethnic minority faculty, most would fail.

Some have begun to recognize how the lack of minority faculty shortchanges students' higher education. Stanford President Donald Kennedy last week (5/18) announced that he has set a goal to hire 30 minority faculty members in the next 10 years, affirming that "many minority issues and concerns are not the special pleadings of interest groups but are Stanford issues—ones that should engage all of us."

The argument for hiring minority faculty on predominantly white campuses is clear. Minority scholars offer diverse viewpoints on critical issues and are important role models benefiting all students.

During recent visits to several largely white colleges, it became all too evident to me that predominately white schools are simply not hiring ethnic minorities. And when minority professors are hired, extensive committee work, alienation and, in some cases, lack of academic preparation prevent them from receiving tenure. The consequence for those who ignore the problem will be the penalty their children face as fewer college-educated minorities participate in society because they have no role models. And fewer students will benefit from minority perspectives. The problem is aggravated by the retirement of a growing number of aging professors hired during the baby boom. They are not being replaced by ethnic minorities.

The shortage of minority professors is more pronounced in California and other states where ethnic minorities are rapidly becoming the majority. Meanwhile, charges of racism on college campuses are

increasing while the legacy of overt and institutional racism is reflected in statistics of full-time minority professors.

For example, in 1987 the University of California system had only 126 full-time black professors out of a total of 7,313. Latino professors totaled 233, Asians 482 and Native Americans only 16. Out of a total of 11,908 full-time professors last fall, the California State University system had only 349 blacks, 474 Latinos, 931 Asians and 54 Native Americans.

National figures also are disheartening. The American Council on Education, a national association of four-year colleges and universities, indicates that between 1977 and 1983 the number of full-time black faculty in American colleges dropped by 4%, from 19,674 to 18,827. At the same time, the organization reported, white faculty increased by 5%.

Although the hiring record and demand for minority faculty has been poor, the supply of minority faculty also has been wanting.

Condoleezza Rice, a black associate professor at Stanford who President Bush has appointed to the National Security Council staff, says that university hiring committees are only part of the problem. "It is not the fault of academic institutions. They are looking for minorities. We [minorities] have just not provided a pool."

She says that many minorities simply do not understand the rewards of teaching on the college level. "Some of my own relatives did not understand how important my role as an academic was until they saw me on ABC's 'Nightline' program. It is our job to tell students aiming for careers in law and medicine to consider college teaching.

"It does not take simply brilliance to become a Ph.D.; it takes persistence," Rice said.

"What young minority students don't

realize is that they can have impact on national policy. Where do you think Reaganomics was developed? It came from the Hoover Institution [at Stanford]."

Some faculty on hiring committees complain that they simply cannot find ethnic candidates to fill their posts. And when they do find a candidate, they say, the competition from other schools is fierce.

Figures by the National Research Council indicate that black Americans earned 26.5% fewer doctorates than they received 10 years ago. In fact, in 1986 blacks earned only 820 research degrees. At the same time, whites earned 20,538 doctoral degrees.

San Francisco State University's president Robert Corrigan says he is facing a serious problem in attracting ethnic minority faculty. "Other institutions across the country competing for the same minority scholars can offer more money, reasonable housing costs and a less rigorous teaching schedule," Corrigan said.

The solution will require leadership from both white and ethnic minority scholars. They should consider:

- Creating a loan-forgiving program to encourage minorities to earn doctorates.

- Developing a national minority research network.

- Providing low-cost housing aimed at minority professors, especially in California.

- Marketing the profession to minorities in high school.

- Fostering a better social/professional climate between minority and white faculty to help retain minorities.

- Creating local grants for ethnic minority research to enhance tenure opportunities for minority professors and at the same time produce solutions for regional problems.

- Offering incentives to minority graduate students who could be hired first and then sent through doctoral programs.

It is not difficult to conclude that the term *affirmative action* is not working on college campuses, especially here in California. Recruitment and retention of minority scholars are critical problems in need of urgent attention and timely resolution.

Vernon C. Thompson is an associate professor of journalism at San Francisco State University.

Forum to probe bias on campus

By JOHN KIM
AND LATRESHA MATTHEWS

The Human Relations Commission (HRC), in its first official act, will study how the students, faculty, staff and administrators deal with different types of discrimination against race, ethnicity, sexual orientation, the disabled and religion on campus.

On July, 19th and 20th from 11:30a.m. to 1:30p.m. in Gym 217, the staff of HRC will seek testimony. Meetings concerning racism and sexual harassment will be held on July, 25th. and 26th. from 11:30a.m. to 1:30p.m. in the Student Union building rooms A-E and room B116.

Flyers and posters will be handed out concerning the Human Relations Commission.

"We want to help make SF State a more humane campus," said Hollis Matson, vice-chairperson of HRC. The HRC will collect information on discrimination on the SF

State and other campuses. They will review all the information gathered, as well as present policies of SF State and propose new policies.

"We do not have power to change policies...but we do have the power of recommendation," Matson said.

The Human Relations Commission was created by President Robert A. Corrigan after meeting with the African American Student Association (AASA) which told him of their grievances and recommendations made in a March 1988 report that had been given to former SF State President Woo but were never carried out.

Corrigan told the newly convened group that he wanted, "to identify the positive principle to live by at San Francisco State University," where people can raise concerns about how they are being treated in a discriminatory way. The commission, which includes 70 members, is a wide cross section of the campus community.

See Forum, page 6

Forum

from page 1

The Human Relations Commission released its first "Interim Report on Racism and Other Forms of Discrimination" on May 31, 1989 which talks about convening the commission, its goal, members, and the five different task forces and working groups that make up the commission.

Vernon Thompson, the chairman of the Task Force on Literature (TFL) "we are putting together all the information available out there." The TFL studies similar reports done at different Universities.

Posters Defaced With Racist Markings

■ Two posters tacked up outside the Black Student Union at City College of San Francisco were defaced with swastikas and racial epithets, school officials confirmed yesterday.

A poster advertising an upcoming Black College Transfer Day was covered with a sticker of a swastika next to the written words, "Niggers Beware. Hands off whites! Or die," and by a skull and crossbones.

On a second poster touting an upcoming theatrical production called "Normal Heart," another sticker included a swastika and the words, "White Power."

Student body President Jacyntia Willis said the defaced posters were found by Black Student Union President Emmett Richardson yesterday morning.

Arthur Byrd, college vice president for student services, said the school will investigate the incident.

Campuses across the country have reported increased racial incidents in the past few years. Byrd said he did not know of any increase on the City College campus and that racial incidents were infrequent.

SF Chronicle 9/20/89
p. E 18

U. of Michigan Curb on Bias Struck Down

ANN ARBOR, Mich., Aug. 26 (AP) — A University of Michigan policy aimed at harassment based on racial discrimination is unconstitutional, a Federal district judge has ruled.

University officials proposed the policy last year after various incidents of racial disparagement, including one in which a student disk jockey on a campus radio show allowed a caller to tell jokes about black people.

But the judge, Avern Cohn, ruled Friday that the policy violates freedom of speech and is so vague that "persons of common intelligence must guess at its meaning." The ruling will likely have national significance, said Howard Simon, executive director of the American Civil Liberties Union in Michigan, which challenged the policy on behalf of an unidentified Michigan student.

"Universities from Duke to Stanford and Wisconsin and in between are faced with these same kinds of problems and are considering similar policies to the University of Michigan," Mr. Simon said.

The policy barred harassment or discrimination based on race, ethnicity,

religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap or Vietnam-veteran status.

"The policy is clearly well-intentioned — the university needs to address problems of harmful racism on campus — but the method by which they chose to do so assaults the principles of free speech and freedom of expression," Mr. Simon said.

The university's general counsel, Elsa Kircher Cole, said she was disappointed by the ruling. She said the university had begun reviewing the policy before Judge Cohn held his hearing and would now decide whether to rewrite it or appeal the ruling.

A majority of Michigan Board of Regents had favored the policy, but a regent, Deane Baker, said he was glad it had been struck down. "My own belief is that people on campus should be completely free to speak as they wish," Mr. Baker said. "One might not agree with what is said, but if there is any place where we should have free speech it is our universities, where we seek to find truth."

THE NEW YORK TIMES (NATIONAL)

8-27-89

Commission investigates racism, discrimination

Report promised by year's end

by George Corrigan

Racism, sexism and other types of discrimination continue to undermine people's ability to function on campus, according to Olive James, chair of the University Commission on Human Relations: Focusing on Racism and Other Forms of Discrimination.

The commission documents incidents of racism and discrimination at SF State in public hearings and closed-door sessions where confidential testimony is heard from staff, students and faculty.

Both types of hearings are designed to gather information, but the public hearings are also intended to solicit recommendations from the campus community.

The commission was formed in February and charged by SF State President Robert Corrigan with the responsibility of gathering information about the climate of all forms of racism and discrimination.

The commission will make recommendations to the president and the college community by Dec. 31 about ways to combat these problems.

"Corrigan sees a need for a code of civility and human relations," James said.

James said the commission's recommendations might include workshops and training sessions on how to deal with racism and those that perpetrate it. They may also create a human relations code.

"What we want is something that will work. It's not going to be flabby

and 'Let's all make nice,' and it's not going to be draconian. That doesn't work," she said.

When the topic of a code of behavior came up at a commission hearing on sexism and sexual harassment, Bernard Charon, a student, expressed concern: "If the president says he is not going to tolerate (racism, sexism and discrimination) anymore, and this is not a game anymore, then you better let people know that you are changing the rules."

Hollis Matson, co-chair of the commission responded to Charon's comments. "I don't think we are changing the rules," she said. "Everyone who comes to this campus knows how they should behave and they behave otherwise because they know they can get away with it."

One staff member at a commission hearing on racism was skeptical about the ability of the commission to affect significant change because it only has the power of recommendation.

James responded to the concern that the commission might lack power. "It's not a question of how much power you have, but how much power you use officially and unofficially or informally during the life of the commission and after," she said. "So, it's really a non-issue. We have our charge, now it's a matter of how we use it."

The commission held four hearings this summer. Two were public and two were confidential. A July 25 public hearing addressed the issues of racism, and a July 26 public hearing addressed sexism and sexual harassment. In addition to issues of race and gender, the confidential hearings addressed discrimination

related to sexual identity, disability and religion.

Though the attendance at the public hearings was small, those who turned out represented a broad sampling of the campus community.

Commission, faculty and administration members and SF State employees all talked about how racism and discrimination can take on subtle forms, causing serious damage beneath the surface of everyday life.

Abdul Malik Ali, student affairs ombudsman said, "With the same in-

...racism and discrimination can take on subtle forms, causing serious damage beneath the surface of everyday life.

tensity that we deal with the blatant acts, we should deal with the subtle acts. They are so insidious. People are going through a subtle hell."

Jilma Marshall, SF State library employee, talked about what she called "racism cloaked in managerial prerogative."

"It's really subtle," she said. "You don't know you're getting slapped in the teeth, but it shows up later in not getting promoted."

Ali explained that racism is a product of the socialization process, a process that creates the perception that people of color are deficient. "Anyone can harbor these feelings, but only to degrees," he said, "It could be a 19-year-old student or a full-time professor."

"African Americans go through the socialization process and come out with a feeling of self-hate and inferior-

ity," he said. "And in the same way, white people come out with a feeling of superiority."

Ali said that because racism is ingrained in socialization, people may exhibit it unknowingly.

According to Student Affairs Counselor Willie Mullins, another problem faced by African Americans is the assumption that they are unqualified. He said this arises from the misconception that African Americans receive their jobs through Affirmative Action and not because of their qualifications.

James said she sees this problem in her job as library director. She has seen students double check with white librarians information received from African American librarians.

At the commission's racism hearing Ali talked about the need "to try and show people of color in positions of authority, so we can show that they can make decisions and policy."

Ali said the curriculum could reflect better on African Americans. "We need to be seen as builders of societies and cultures because white people have been taught that we have done nothing," he said.

Ali also said that racism at SF State does not exist solely in the academic arena. "It's on the business side of the house too," he said. "There are white people in the higher positions and people of color in the lower positions. That's apartheid. That's how insidious racism is."

The problems women face at SF State were addressed at the commission's sexism and sexual harassment hearing where Matson commented on the status of SF State women.

"I don't think we treat women well at all at this campus," she said. "I

wonder why racism is so horribly intolerable to us, but we tolerate sexism."

She said there is a tendency to treat women like children at SF State. She suggested education as a way of addressing this issue.

Jack Adams, chair of the commission's task force on public hearings, proposed a policy like that written into the contracts of asbestos workers who have worked on campus, stating that they not whistle at women.

The sexism and sexual harassment hearing also centered on the need to define sexual harassment.

"It's just not enough to say we're not going to tolerate this if we don't know what 'this' is," Matson said.

Sexual Harassment Officer Patty Rogers gave an informal definition of sexual harassment. "It is any use of position of power or authority to gain sexual favors or anything such as a date," she said.

Rogers also talked about sexual harassment taking the form of a "hostile environment." This environment could be composed of such obvious things as a sexually offensive poster, but it could also contain more elusive problems such as attitudes.

Matson gave an example of these attitudes: "It's like a teacher saying, 'I know you girls won't understand, so I'll just talk to the boys.'"

The commission's public and private hearings will continue until it makes its recommendations. Adams said the commission will have to be creative in promoting attendance at the commission's hearings.

James said the poor turnout at the summer hearings indicates the need for

the closed-door hearings. "At open meetings no one spoke about what happened to them. The people there were in positions of power. The powerless did not come," she said.

James said the public's perception of the confidential testimony aspect of the commission's work is the most problematic.

"It's a problem in how you do it without giving a star chamber feel to what we are doing, so people don't think we are on a witchhunt," she said.

According to James and Nancy McDermid, chair of the commission's task force on confidential testimony, those who testify also fear reprisal.

McDermid said, "I am aware of students who are afraid for their grades and junior faculty who might be afraid of a senior faculty member whom might be sitting on their tenure hearing."

The fear of reprisal is so great, James said, that one man who testified in a confidential hearing this summer purposely took a round about way of getting to the hearing room so no one would see where he was going. "And this was a rational person, not someone who thinks people are in the bushes trying to get them," James said.

According to the commission's interim report released in May, before the task force hears confidential testimony, it asks that no names be mentioned, either of people or departments. Even if names are mentioned, the commission has no power to impose sanctions.

"We don't want to know. We are not a judicial body," James said.

The commission will also mask the identity of the accuser and accused when writing their recommendations to the president.

College women still on the bottom years after the sexual revolution

Sociologist's survey finds inequality between the sheets

(CPS) — The sexual revolution has come and gone, but college men and women still are not on equal ground in the bedroom, according to sociologist Janet Lever.

Lever drew her conclusions from an October 1988, roundtable discussion of six women attending the University of Wisconsin in Madison. They discussed such diverse topics as fear of AIDS and pregnancy, condoms, oral sex, mutual satisfaction, date rape and intimacy.

"The biggest change I see in the last 25 years is that a guy doesn't have to say 'I love you' any more to get a woman in bed," said Lever, whose thoughts are published in the current issue of Playboy magazine.

Once in bed, women are typically responsible for protection against preg-

nancy and sexually transmitted diseases. If they do not bring the matter up, their partners will not either, Lever found.

And some women on the pill will say they are not, just so the man will use a condom.

"The biggest change...is that a guy doesn't have to say 'I love you' any more to get a woman in bed,"

said Lever. "AIDS just makes them wait until the third or fourth date to have sex."

The discussion included Carolyn, a 20-year-old junior who had been hav-

ing sex without birth control for more than three years. Emily, a 19-year-old sophomore addressed the emotional side of the issue. She said she tries to use men before they can use her.

Other research has indicated that sex habits of college women have changed little since the '70s.

Iowa State psychology professor Meg Gerrard surveyed female undergraduates at the University of Texas last spring, finding that 34 percent reported having had sex within the last month.

Similarly, her 1974 survey found that 35 percent were sexually active.

But in 1979 the figure jumped to 51 percent. "It was an aberration," Gerrard maintains. "Everyone thought they ought to be having sex, even if they really didn't want to."

Court lets women bar men

(CPS) — A male college professor lost his effort to join a female professors' group -- at least for the moment.

U.S. District Judge Howard Munson ruled Sept. 2 that Delta Kappa Gamma, a national organization for women educators claiming 164,000 members, could refuse admittance to State University of New York at Oswego Professor Harold Nash.

"Neither men nor women can have it both ways these days," Nash said, explaining why he wanted to join the group, which annually presents awards and scholarships to its mem-

bers. "It seems to me that joining was the reasonable thing to do in the spirit of equal opportunity."

Munson, however, said the group can bar Nash because anti-discrimination laws apply to businesses and public groups, not private organizations like Delta Kappa Gamma.

Courts used similar arguments last year in barring women from private all-male "eating clubs" at Princeton University.

Last year's court decision was in response to a 1987 New Jersey state order compelling the clubs to admit

women. The court decision reflected a belief that the clubs excluded women by perpetuating a "good old boy" network, encouraging male graduates to hire each other.

Last October an appeals court reversed the order on a technicality.

Other groups like Harvard's all-male eating clubs continue to exclude women. Although in 1988, members of Yale's Scroll and Key "secret society" voted to open its doors to women during the 1989-90 school year.

Oswego's Nash said he plans to appeal Munson's decision.

College Campuses Reinforce Rules Barring Racism

By Diane Curtis
Chronicle Staff Writer

Pedro Noguera was savoring his victory as the first black student body president at the University of California at Berkeley a few semesters ago when the harsh reality of racism took him out of his reverie.

In bold, clear news type, he saw himself referred to as the "nig" in an article on campaign spending in

a conservative alternative student newspaper.

The author apologized before the article was widely distributed and the paper soon went out of business, but the message to Noguera was clear. "What I saw was how deeply rooted racism is," said Noguera, 30, now a UC lecturer in Afro-American studies and coordinator of a multicultural program on campus.

As the school year begins this

fall, college administrators are taking strong measures to eradicate such racist incidents, which are being reported in increasing numbers on campuses in the Bay Area and across the country. In conduct codes and orientation programs, in informal dormitory gatherings and in more formal class meetings, college students are being told that racial harassment and slurs will not be tolerated.

UC's nine campuses, Stanford

University and Sonoma State University, among others, are rewriting their student codes to specify that racial harassment, including offensive name-calling, is prohibited campus behavior.

Eliminating such harassment "is a big priority," said Alan Kolling, dean of student affairs at Berkeley, which last year became the first UC

campus with no ethnic majority.

"We're very proud of the ethnic diversity here, but it means that people who have never been in contact with other races are going to play out whatever stereotypes they're used to. . . . We don't want to sit and wait until somebody dies until we do something."

Programs aimed at eliminating racism are widespread on campuses in the Bay Area. At San Francisco State University, a "human relations commission" has been formed to assess how different groups are treated in and out of the classroom.

Schools have instituted racial grievance boards, appointed ombudsmen to deal with racial conflicts and held "race awareness" days and programs. Freshman orientation programs on cultural awareness are being offered at UC campuses, Stanford and St. Mary's College, and at Sonoma, San Francisco and San Jose state universities.

Like administrators at other universities, Rand Link, dean of student affairs at Sonoma State University, said many new student codes technically will not change current regulations.

"It's not so much new rules as a clarification of the university's stance," Link said. As the campus population becomes more ethnically mixed, he said, it is important to call attention to the fact that the university "will not tolerate actions that demean other races."

Sanctions ranging from reprimands to expulsion "can raise an awareness level of acceptable and unacceptable behavior," he said.

Singling out racial harassment, UC Berkeley's Kolling said, "is simply one way of showing our institutional concern. . . . A lot of times people have been harassed but felt, 'Nobody really cares.'" He agreed that current rules already apply to racial harassment.

At Berkeley, for example, a drunken fraternity member who yelled, "whores . . . niggers" to four

dered suspended from school for a semester or barred from his fraternity for a year and was required to perform 200 hours of community service.

New Rules at Berkeley

The punishment was ordered under current rules that prohibit "battery or assault by any means, such as verbal or physical harassment." The new rules, which are being reviewed by university lawyers, will specifically refer to racial and other forms of harassment, such as sexual, religious and homophobic incidents.

Although specific racial incidents were a key factor in the university's action, Kolling said the school was responding as much to the growing minority population in the state and the need for students to learn how to live with each other. More than half the state's population is expected to be nonwhite by the year 2003.

Link said that there have been no racial incidents at Sonoma State, but he added that "incidents on other campuses" spurred changes at his school.

At Berkeley, besides last year's incident with the drunken fraternity member, there was an incident in which black students who requested that a disc jockey play rap music on the UC Berkeley student radio station were told on the air, "Go back to Oakland." A gay and lesbian group reported that a message on its answering machine said, "You should be taken out and gassed, like Hitler did with the Jews."

At Stanford last year, two first-year students turned a symphony recruiting poster into a blackface caricature of Beethoven and posted it near a black student's room. Another student was removed from a dormitory after repeatedly yelling a homosexual slur at a staff member. The removal prompted a demonstration outside the dormitory by a small group of students in ski masks protesting the student's removal, which, in turn, prompted other stu-

dents to compare the demonstration to a Ku Klux Klan rally.

Slurs, Graffiti

At San Francisco State University last year, a black student said her roommate called her "nigger" because she was reading a book by

Page A8 Col. 1

Malcolm X. Anti-Asian graffiti can also be readily found on lavatory walls.

Chronicle
9-15-1989

"There's violence and intimidation motivated by bias everywhere," said Adele Terrell, program director of the National Institute Against Prejudice and Violence in

Baltimore, which has compiled a list of 200 colleges where there have been racial, religious or anti-gay incidents in the past three years. "Why should college campuses be any different?"

"Young people on campus for the most part grew up in segregated communities — all black or all white or whatever," Terrell said. "Information about other groups came from slurs, jokes, stereotypes, TV shows. There's very little in the way of multicultural education. So you can't put two people like that in a dormitory room and expect them to get along harmoniously."

Only a handful of campuses are reviewing their student codes or requiring enrollment in ethnic studies classes, but almost all colleges are addressing the problems created by increasing diversity.

Besides threatening punishment for harassment, college officials are trying to sensitize students to offensive language or practices — such as holding fraternity parties with themes like "Ghetto Night" and "Mexicali Madness," in which partygoers don Afro wigs and blackface or romp amid such decorations as barbed wire strung between the flags of Mexico and the United States.

Qualifications Suspect

Many black and Latino students also complain that other students assume they are in college on affirmative action programs and are not really qualified to be there. Whether or not they meet eligibility requirements, they are constantly being asked to defend the practice, they said.

Asian students complain that they are lumped together as super achievers and are resented because of their growing numbers on campuses.

In an attempt to counter such racism, UC Berkeley has a program called "Project DARE" (Diversity Awareness through Resources and Education) in which students spend a half-day sharing their cultures and backgrounds. In one event,

they wear distinguishing labels such as "black athlete," "Asian male student," "Jewish female student." The labels are designed to elicit stereotypical reactions that can then be discussed with the idea of demonstrating how harmful and misleading they can be.

Montique Gonsaque, a black UC Berkeley sophomore, is pessimistic about such programs making a difference. "People have preconceived ideas. They're already set in their ways," said Gonsaque, whose relationship with her white roommate deteriorated because of the roommate's contention that affirmative action amounts to reverse discrimination.

'We Want You Here'

But Noguera, the former student body president at Berkeley, remains hopeful that the schools' efforts will improve relations among different ethnic groups and cut down on the kinds of slurs to which he was subjected.

Declaring that racial intolerance will not be accepted sends a message to "students of color that not only do we want you here, but we're going to make sure you're safe and you don't have to worry about being harassed," he said.

Even if bigoted students' preconceived ideas are not changed inwardly, Noguera said, they will have to learn to hide their racism.

"It's not good enough," he said, "but it's a starting point."

High emotion, low turnout at racism hearing

by carolyn allen

The attendance at a SF State public hearing on racism and ethnicity last Thursday was low, but emotions ran high.

One student started crying halfway through her testimony, and another student interspersed his remarks with insults directed at those conducting the hearing.

The hearing was the first of more than 14 scheduled through Nov. 14 by the SF State Commission on Human Relations: Focusing on Racism and Other Forms of Discrimination.

**"I never really
had to act
against racism.
I've never been
attacked until
now."**

Only about 25 people, mostly commission members, attended the meeting at the Mary Ward Hall Canteen.

And only two students, both African American, testified about their experiences with racism on campus.

Sonja Phillips, a SF State sophomore, testified about an experience she had in an English class.

"I never really had to act against racism. I've never been attacked until now," she said, her voice quaking with emotion.

The "attack" came in the form of a comment made by the teacher in class one day.

"The teacher said, 'Your thesis statement should be so

See HEARING, page 4

Hearing

from page 1

clear that even poor, dumb Sonja could understand," Phillips said.

Phillips said she filed a complaint with the Student Affairs office the next day. The teacher was confronted, and an apology was made.

The teacher who made the comment said it was "a seriously misapprehended statement" and refused to comment further.

Phillips was surprised when she failed the course. She said she was told her work was not college level, and an appeal for a grade change would be a waste of time.

By now Phillips' emotions overcame her poise. "I said I wouldn't cry," she said as teardrops slid down her cheeks.

She decided not to appeal the grade and will retake the class. She said she wanted to testify so that people will know what is going on and to alert other students.

In addition to Phillips, Paul Mitchell, a senior design and industry major, testified.

He read from a prepared statement as his 14-month-old daughter cooed happily from the carrier attached to his back.

"I've been subjected to DPS (Department of Public Safety) and administration racism," Mitchell said in calm, measured tones.

He then told how he filed a complaint against a DPS officer for allegedly following him off campus for no apparent reason last

summer.

Mitchell said the officer followed him for about two miles by car, despite the zigzag course Mitchell took in an attempt to lose him.

DPS Police Chief Kim Wible said it was not true, but refused to comment further.

Mitchell said Wible told him the charge against the officer was dropped because there were no witnesses.

The witness issue drew Mitchell's ire.

He said last March, an SF State student filed a sexual harassment complaint against him, and he was subsequently suspended from school for 10 days and put on disciplinary probation.

He wondered why he needed to have a witness to make his charge against DPS stick when the woman who made a charge against him did not.

As Mitchell recalled his story, the calm in his voice gave way to agitation, and he launched into a verbal attack of the commission.

"Everyone wants to deny the problem and wants me to deny it also," he said. "This commission is a white wash and a cover up."

Several commission members said the commission's purpose was to gather evidence of discrimination and make recommendations to President Corrigan and not to take action on specific complaints.

"We're not here to say Paul Mitchell was wronged," Hollis Matson, commission member, said. "We are here to collect information from the Sonjas and Paul Mitchells,

and say that students are being wronged."

Dolores Beliso, the student assistant for the commission, said she spoke with several students as she posted flyers for the hearing. She said they expressed doubts about the commission's effectiveness.

"People say 'Well, what are they going to do about it (discrimination)? It's a show,'" she said. "Could I tell them there's going to be some justice? Is she (Sonja) going to find justice? Can we promise anything?"

Commission member Dan Dorfman said, "We can promise that if we don't get ammunition, nothing will change."

As the hearing drew to a close, Phillips said, "I don't expect anything really dramatic to come out of this. I just wanted people to know what goes on. I don't have a great deal of faith in this institution for fighting my battles. I think basically it's up to me and no one else is going to do that."

Jack Adams, co-chair of the task force on public hearings, was disappointed that more students did not show up to speak.

But Adams and commission chairperson Olive James were also optimistic.

"Corrigan is more aware of students than his predecessors," Adams said. "He can do it (make changes)."

The next commission hearing is scheduled for Thursday, Sept. 28, from 10 a.m. to noon in the Student Union, rooms A-E. The topic will be heterosexism and homophobia.

SEP 29 1989

Allen's P.C.B. Est. 1988

SESU Forms Human Relations Panel

By Judith A. Lyons

SAN FRANCISCO -- A human relations commission that will look into racism and other forms of discrimination is in full swing at San Francisco State University this semester.

Formed last fall, the 30-member commission will investigate racism and discrimination on the campus. It will study how the campus community of students, faculty, staff and administrators deals with such issues both within and outside the classroom. The commission will focus on issues of race, ethnicity, gender, sexual orientation, disability and religion issues.

Shelia McClear, spokesperson for the campus, explained that the formation of the commission provides SFSU with an appropriate process for people to raise concerns about how they are treated. She said the commission also serves an important role by highlighting how the university remedies any discriminatory treatment.

McClear pointed out that after collecting information this year, the commission will provide the campus president with a wealth of information and also offer suggestions on how relations could be improved.

A number of task forces have been formed to look into problems or potential problems on the multiracial state university campus.

The task forces include one that will record examples of campus events both discriminatory and exemplary, and another that will be reviewing, analyzing and summarizing publications on human relations and discrimination on campuses across the United States. A task force was formed to hold open meetings to discuss and increase awareness of discriminatory behavior.

The public meetings task force, which commissioner Wan Lee Cheng, department chair of Design and Industry, is assigned to have scheduled 14 meetings this semester.

"I would really like to encourage the staff, students, administration, and faculty on campus to attend the meetings," said Cheng.

"And I would really like to see Asian Americans attend and participate. They may have problems that no one knows about."

He said the hearings will give the campus community a forum

to express its concerns. Cheng said the collected testimony will help address the problems or potential problems regarding discrimination on the campus.

McClear also indicated that in addition to the public meetings, individuals will have the opportunity to voice privately their experiences to the commission.

In addition to the hearing task force a group has been formed to interview, analyzing and summarizing publications on human relations and discrimination on campuses across the United States.

San Mateo School's Slur on Asians

By Bill Workman
Chronicle Peninsula Bureau

An anti-Asian letter published by a free-speech newsletter at the College of San Mateo has outraged Asian students and prompted an official to reprimand student editors who ran it.

The letter appeared Monday in "Monday Morning Blues," an eight-page newsletter for faculty, students and staff members to air opinions.

The writer complained about Asians' driving habits and called them "self-centered and money-oriented," bent on destroying American business and loyal to their "Communist-dictated culture."

The letter identified the author as "Jubal Early," presumed by the editors to be a student. A later check found no student or college employee with that name, which is the name of a Confederate general.

College President Lois Callahan criticized the editors for not verifying the writer's link to the college and for not running a disclaimer that they did not share the racist opinions expressed.

Asian American students meanwhile have scheduled a protest rally for this morning.

"I've seen it all and heard it all before, but to have it published in a student-run publication ... is really off-the-wall," said Chinese American student Gilbert Dair.

Newsletter editor Kijsten Baerwaldt, 20, said she and other staff members anguished over the letter but finally decided to run it because it was not directed at an individual and because of "the First Amendment, freedom-of-speech purpose of our paper."

The publication was started nine years ago by the student government as a campus forum for free speech, she said.

Callahan said she has rejected censoring the newsletter.

"The students have a right to publish and that right is vested in the editor," she said. "It's a longtime practice here and it's appropriate to generate discussion."

Next Monday's issue will be expanded to run rebuttals that have been pouring in, Baerwaldt said.

Arabs and Jews Grope For a Way to Coexist

DON LATTIN

CHRONICLE RELIGION WRITER

Mohammed Hijazi, a native of the Gaza Strip, looked into the eyes of a young Israeli-born Jew across the room and recounted his childhood memories — staring down the barrels of Israeli rifles, losing his home to an occupation army, learning of his brother's death by Israeli soldiers.

"I grew up with nothing but hatred for Jews," said Hijazi, who now runs a San Francisco insurance business. "If I was to touch a Jew it was to be with my hands around his neck."

Alon Ben-David, the Jewish teenager listening to this story, attends high school in San Francisco. He recently returned to his hometown in Israel. As he walked down the street with a friend, an Arab tried to stab him — just because he is Jewish.

This was war, he concluded. There was no use talking to these Palestinians anymore.

"You don't come to the Israeli bargaining table through terrorism," said Ben-David, a self-described right-winger on Israeli politics. "Palestinians have pain, but so do Jews."

As the two told their stories, tension among 30 Arabs and Jews sitting in a circle in a San Francisco meeting room.

San Francisco meeting focuses on Middle East morass.

They had assembled for an all-day workshop titled "Rethinking the Middle East." But at that point, the session could have been called "Restating the Old Grievances."

Hajazi stood up and walked toward Ben-David.

"I am willing to forget and shake hands and move on," Hajazi said. "Will you shake my hand? Does this feel like a terrorist's hand?"

Ben-David shook the hand, but peace is not so easy.

"I came here to listen to Palestinians, and all I have heard are one-sided arguments. I haven't heard the truth from anyone," Ben-David said. "When I shook your hand, did I feel like a terrorist?"

It had been three hours since Michael Lame, president of the Foundation for Mid-

east Communication, which sponsors these workshops, began the day with the suggestion, "Maybe the way you think it is in the Middle East isn't the way it is."

Do stone-throwing Palestinians in the occupied West Bank and Gaza Strip really have nothing left to lose? Will Israel fight to the last soldier to protect the Jewish homeland? Is Zionism a form of racism? Are Jews God's chosen people? Is it tiny Israel vs. a hostile Arab world? Or is it the mighty Israelis vs. the powerless Palestinians? Do two wrongs make a right? Do Arabs hate Jews? Do Jews hate Arabs?

Lame, an American Jew and a former lawyer, has conducted about 40 workshops over the past four years in the United States and the Middle East. In his role as a citizen diplomat, Lame has shuttled between meetings with Israeli cabinet ministers and Yasser Arafat, chairman of the Palestine Liberation Organization.

His Washington, D.C.-based foundation, run by Arabs and Jews, is nonpartisan, non-profit and dedicated to the idea that there is a way out of the Middle East morass.

No one pretends it's easy.

Hussam El-Hosseiny, who came here 20 years ago from Egypt and has attended many foundation workshops, still gets passionate when he talks about the Intifada, the

See Page B3, Col. 1

Middle East Enemies Use Words, Not Guns

From Page B3

growing Palestinian uprising.

"Homes are blown up. There is daily bloodshed. Those people living there are not taking this bull—any more from no one. We can sit here and drink coffee and eat bagels. Those people are living with this every day. You guys want us to wait while you work on your security?"

Ben-David leans forward in his chair. His toes tap and his neck muscles strain while he tries to practice what Lame calls "generous listening."

Finally, it's his turn to speak.

"When you talk about homes being bombed and kids being killed, I wonder which side you're talking about," he replies. "Since the PLO supposedly renounced terrorism, there have been eight terrorist acts. There are scars on the Israeli..."

"...you want us on our knees," El-Husseiny interrupts.

"I want to see terrorism stop," Ben-David replies.

"We don't call it terrorism," screams Palestinian American Emily Shihadeh.

"Then don't call it terrorism when we do it," Ben-David screams back.

"When I say I lost my home and I lost my land, it is not some piece of stone I am talking about," said Shihadeh, her voice rising and tears forming. "It is the way my father built that home. It is my family. It is love, emotional security. Stop telling me it didn't happen. I was 7 years old. I saw it happen. If someone tells me it is unfair to take my house and land, I will know that you are listening. I was not in the Holocaust. I didn't do it to the Jews."

"Does anybody hear me?"

Different Faces

Few of the Bay Area residents attending the workshop were disinterested observers of the Middle East. Many had come at the urging of friends who had been to other workshops.

Phyllis Shulman, who supports the goals of the Palestinian uprising, has a family that "thinks of me as an anti-Semitic Jew."

George El-Hinn, a native of Bethlehem, lived under Israeli occu-

pation for eight years.

Bernie Weiss, who works for the American Friends Service Committee, is "feeling a great deal of internal conflict about my Jewishness."

Kathy Kenny, whose grandmother is a Palestinian from Bethlehem, never thought much about Mideast politics until a recent trip to the occupied territories became "the most potent and profound experience of my life."

Off to the Military

Nadav Salamon, a freshman at San Francisco State while his father is here on sabbatical, is about to return to Israel and enter the military.

"We'll see what kind of person I am when I get back," said Salamon, who says he will resist police duties in the occupied territories. "I've heard stories of people leaving as human beings and coming back very distorted."

Following an emotional day of group talk, role playing, one-on-one discussions and a lunch of Middle Eastern delicacies, the participants were asked if the day had been a success.

"The more I see the Palestinian side," said Salamon, "the more confused I get."

Some made plans to meet again informally. Others felt more depressed about the hopelessness of peace in the Middle East.

"I feel myself moving more toward the edge — becoming more political," said Kenny. "Talk is fine, but I'm at the point of action. I don't know if I'm going away from here changed in any way."

Ben-David didn't think he would do it again, but he left with one realization.

"I was trying to avoid facing the emotion and the personal story of those on the other side," said Ben-David. "I'm glad I came."

"It was very stressful," said Hijazi, president of the Arab Cultural Center of San Francisco. "It reopens all these old wounds. I did not convert to his side, and he did not convert to my side, but we need to communicate."

Racist, Ethnic, Sexual Slurs Banned on UC Campuses

By Diana Curtis
Chronicle Staff Writer

The University of California has barred its students from using "fighting words" intended to harass a person because of race, ethnicity, sexual orientation, sex, religion or disability, it announced yesterday.

In a letter to chancellors on the new policy, UC President David Gardner said the university was prompted to change its student conduct code because of concerns about racist and other

harassment at UC and colleges across the country.

The policy recognizes, Gardner said, "that words can be used in such a way that they no longer express an idea, but rather are used to injure and intimidate, thus undermining the ability of individuals to participate in the university community."

The policy prohibits "fighting words," which are defined as

Back Page Col. 5

'FIGHTING WORDS' AT UC

From Page 1

"those personally abusive epithets which, when directly addressed to any ordinary person, are ... likely to provoke a violent reaction whether or not they actually do so.

"Such words include, but are not limited to, those terms widely recognized to be derogatory references to race, ethnicity, religion, sex, sexual orientation, disability and other personal characteristics."

The policy applies to the use of "fighting words" on university property, at official university functions and at university-sponsored events. Discipline can range from a reprimand to dismissal from school.

"Fighting words" refers to a 1942 U.S. Supreme Court decision in

which certain epithets were exempted from free-speech guarantees because they were likely to evoke a violent response.

Gardner emphasized that "nothing in this (UC) policy is intended to limit the protection of free speech accorded students by law and university policy."

When establishing rules of conduct, universities such as UC and Stanford -- which is considering changes in its student code -- must be especially sensitive to the sometimes conflicting requirements of anti-harassment policies and free speech protections. Last month, a federal court ruled that a student conduct code at the University of Michigan was "so overbroad" that it violated First Amendment rights.

SF Chronicle

9/28/89

AROUND CAMPUS

*News in brief about
SFSU people, programs, projects*

Commission to hear campus testimony about discrimination

The University Commission on Human Relations appointed by President Robert A. Corrigan last February is holding an extensive series of open "town meetings" this fall for members of the SF State community.

The public meetings, conducted by one of six Commission task forces, will provide an opportunity to discuss instances of discrimination and to become more aware of discriminatory behavior, practices and situations.

(See SFSU Calendar, p. 8, for open hearing dates.)

The 32-member panel is headed by Olive James, director of the J. Paul Leonard Library. It has been asked to study how the campus deals with human relations in and outside of the classroom, to identify "positive principles to live by" at SFSU, and to study the University's procedures for dealing with discrimination of any kind.

The commission is not expected to solve racial or other problems but to examine and document them and make recommendations to the president.

Working over the summer, the commission has also taken private testimony through a second task force. James said that some of the personal accounts at the private meetings have been "more harrowing" than the public testimony. "You're always touched at a human level" by stories of discrimination, she said.

Other commission task forces are collecting information on "campus events and ephemera, both discriminatory and exemplary"; reviewing literature on human relations from various universities; working on policies and procedures for addressing discrimination at SF State, and, with the University's Public Research Institute, conducting separate surveys of faculty, staff and students.

According to James, the task facing the commission is substantial. "The issues to be addressed are enormous, and they affect all of society. It would be highly presumptuous to expect that we can effect a cure-all."

Still, James has high hopes for the work of the commission, and she praised the president for establishing the group. "It's essential, given how organizations and institutions work, that the message from the top be loud and clear," she said.

The commission is scheduled to make its report to the president by the end of 1989.

—KPH

African American enrollment drops

Educators say curriculum not meeting needs

by *Chris Anderson*

A precipitous drop in the number of African American males entering college is one sign that radical changes in the education curriculum are needed, according to several SF State educators.

Dr. John Newton, a lecturer in the Secondary Education department at SF State, went as far as to question the effectiveness of integration.

"I feel that integration might not have been the answer," Newton said. "Some variation, or other pragmatic measures might have been used."

Newton's remarks underscore a decade-long stagnation of African American college enrollment.

According to the American Council on Education, 1.1 million of the 11.8 million college undergraduates in 1980 were African Americans.

But, while the total number of undergraduates rose to 12.5 million in 1986, the number of African Americans decreased by 30,000.

The decrease was entirely in the male segment of the population, representing a 7.2 percent drop in enrollment from a 1976 total of 470,000.

"In a way it's a justifiable reaction to a system that does not meet their needs; one that leads inevitably to psychological as well as physical exclusion," Dr. Betty McEady-Gillead, an associate professor in the Secondary Education department, said.

"Affirmative action is a sham, Civil Rights is a sham. None of these things have provided us with any economic gain."

While the educators gave varying reasons why African American men are not finding college an attractive option,

most agree that economics is the key. "Federal funding for high schools has been drastically reduced," said Dr. Phillip McGee, dean of the School of Ethnic Studies.

"CSU standards have been raised, and most urban high schools are not meeting these standards."

"Affirmative action is a sham, Civil

See ENROLLMENT, Page 5

Enrollment

from page 1

Rights is a sham. None of these things have provided us with any economic gain. Most people might disagree with me, but I know what I see when I walk through my boarded-up community," he said.

Reacting to the dismal outlook, educators and community groups are increasing their efforts to improve enrollment.

The La Raza studies department and the Black studies department implemented a "Step to College" program. The program helps high school students make it to college.

Two high schools in Oakland and one in San Francisco participate in the program.

Alpha Phi Alpha, an African American fraternity on campus, directs a Sunnydale youth project that seeks to impart leadership and a sense of heritage to participants.

In San Francisco, a Saturday school was created for underachievers.

Lloyd Schine, an Affirmative Action officer for the San Francisco school district, said Superintendent of Schools Ramon Cortines is looking at all levels of the school system to design a program that addresses the high level of minority drop-outs.

McGee believes that these efforts are significant and will lead to improvement in minority enrollment, but he also said such measures are only a "drop in the bucket."

"The educational system, with its Euro-centric orientation, is the major oppressor of black males, so why would they find it attractive?" McGee said.

"Until every institution of higher learning mandates a School of Ethnic Studies, where you have a curriculum which is relevant to the rich diversity of the community, we can expect only minimal success."

Newton, who was principal of a high school and a junior high school in the East Bay, said African American colleges should emphasize the recruitment of African Americans.

"This does not mean I am on-

posed to schools such as SF State, but black colleges have upgraded themselves and should no longer take a back seat. They should actively compete for blacks," he said.

McEady-Gillead believes, however, that African Americans have a responsibility to be multi-cultural and bi-cultural.

"Societal ills should not preclude you from getting into institutions of higher learning and fighting for your rights and privileges. It is our constitutional and national right to be among the rank and file in society," she said.

Anthony Hay, president of the campus Alpha Phi Alpha fraternity, said there is a lot of peer pressure put on African American males in high schools.

"Because of my achievements, some of my white classmates would tell me I'm not like other blacks, and my black friends would say I was no longer one of them," Hay said. "As a black man, you have to be able to fit in two different societies."

Algerion Gedman, an Alpha Phi Alpha fraternity member, said that as a member of the honor class in his high school he was forced to separate himself from his African American friends.

"I was told by my teacher not to join the basketball team, because I might start selling drugs," Gedman said.

McEady-Gillead agreed that there was little enjoyment in the learning process for some students.

"When the aim of the teacher is to build self-esteem and to encourage (students) to learn, those are the relationships that are of greater effect on the learner willing to continue his education," she said.

McEady-Gillead also mentioned that recent attacks on affirmative action, and renewed emphasis on "back-to-basics" curriculum do not speak to the needs of students of color.

"It represents a threat to the education of people in general, demeans the approach to creative teaching, and to facilitating critical thinking and learning. It implies the exclusion of diverse culture in this society," she said.

Racial slurs may be punishable by law

SF State plans code of conduct

by Lori Lorea Yearwood

This is the first of a two-part series examining discrimination on campus

He stood naked and recognizable, an example of a man with a genetic defect.

The white faces of two other naked men were shielded to protect their identity while his black face remained exposed.

"They weren't trying to protect him (the black man). It's like, 'who cares how the black person feels!'" Jeanie Ferrereira, a white student in the class, remarked.

The phrase "KKK all the way" was found written in a bathroom stall last week.

The pictures were part of a slide presentation on physical deformities shown to a class at SF State this semester.

Ferrereira is one of many dissatisfied with how race is integrated into the academic and emotional environment at SF State.

The result is discontent and friction that has spurred members of the University's Commission on Human Relations to consider the enactment of a racism code.

"Personally, I'd be surprised if it wasn't one of the outcomes," said Olive James, UCHR chair.

James said she sees the racial aura at SF State as, "A discrepancy between how a university likes to think of itself and how certain individuals have conducted themselves toward various minorities."

Glimpses of SF State restroom walls reveal how ideals clash with reality.

The phrases "KKK all the way," "No Asians allowed," and "Long live the drama that died in Berlin," were found written in bathroom stalls last week.

"There seems to be more hate," said a custodian who has noticed the trend during his last 15 years at SF State.

Attempts to diminish increasing numbers of racial incidents has college campuses across the country grappling for a solution.

The UC system created a racism code restricting the use of phrases that fall under the category of "fighting words." The code prohibits words used in an abusive context that are likely to provoke a violent reaction.

Stanford University proposed a code last year inhibiting racially offensive forms of speech. The code was criticized for possible First

See RACISM, Page 5

Racism

from page 1

Amendment conflicts and is being reworded.

Tufts University in Boston approved a racism behavior code with varied restrictions and repercussions that depend on whether the verbal exchange takes place in the classroom, surrounding campus or dorm room.

Amidst the different rationale and decisions at other universities, the UCHR at SF State is trying to develop its own response.

In its pamphlet, the committee envisions a learning environment in which, "The personal and human rights of this campus be fully respected."

Robert Westwood, student discipline officer at SF State, has worked with many students whose basic rights were not upheld.

"We do have a problem," he said. "We have a reputation for being liberal and tolerant — but I've seen the abuse."

Some of what Westwood has seen makes him shake his head in disgust.

He said he finds the current student behavior code general and easy to interpret.

The following excerpts from

"Title V of the California State University and Colleges" allow Westwood enough flexibility to address:

- The obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus functions.

- Abusive behavior directed toward, or hazing of, a member of the campus community.

Westwood gave an example of how he would implement Title V rules:

"If a white man called a woman a 'bitch', or a black person a 'nigger', I would interpret this to mean that person has disrupted a life and obstructed a person's reason for being here, which is to learn."

"My hesitancy about adopting a racism code would be that it's too limiting and not enforceable," he added.

Laura Head, a professor in the black studies department at SF State said there is definitely a need for a racism code. She said students come to her every semester with complaints of racism in the classroom.

"It has been 35 years since desegregation, but still there has been no integration in our curriculum," she said.

How a racism code would alter

interactions between students and professors at SF State is not yet known.

Changes which would have taken place under the influence of the first proposed racism code at Stanford now have the university's administrators locked in a wordy stalemate.

"There is a disagreement about where the appropriate place to draw a line is when expression, verbal or otherwise, is protected by the First Amendment," said Sally Cole, judicial affairs officer at Stanford.

Cole said the first code created by the Student Conduct Legislative Council was rejected because of its broadness.

William Cohen, professor of constitutional law at Stanford agreed with the decision to reject the original racism code.

"When you punish people for inappropriate expression, what you'll do is shut people up about what they should be talking about," Cohen said. "The function of the university is not to instill an attitude through coercion."

Allan Kolling, assistant to the dean of academic progress at UC Berkeley, wrote a code of behavior defining unlawful, racist behavior that was later deemed unsatisfactory by the president of the UC system.

"We were trying in our code to

regulate any kind of racist expression — outrageous or outlandish. It doesn't look like we'll be able to do that now," Kolling said.

While SF State UCHR members deliberate, many students continue to feel the pain of racism.

"For students to have to deal with the feeling that somehow they are not wanted or don't belong, adds to the pressure of being in a college environment," said Rick Gutierrez, coordinator of SF State's counseling center and UCHR member.

He spoke to several students who said they bear the brunt of racism.

"They find themselves feeling very discouraged," he said. "Because some thought that college was beyond their reach."

Gutierrez said he has mixed emotions about a racism code because it could restrict personal feelings but still feels one is necessary.

"I would hope for a day when we don't need anything like that," Gutierrez said. "But until we get to that point, a code would be one way of educating people about what is acceptable and not acceptable on this campus."

As UCHR chair, James estimated the commission hears at least 12 confidential racism testimonies each month.

"It's only the tip of the iceberg," she said.

SP Chron 10/8/89

Tufts Restores Free Speech After T-Shirt Controversy

ASSOCIATED PRESS

Medford, Mass.

Free speech, including the right to wear offensive T-shirts, has returned to the campus of Tufts University after president Jean Mayer decided a ban on verbal attacks wouldn't wash in court.

"I have decided we are better off erring in the tradition of free speech," Mayer said Thursday.

Student body President Billy Jacobson, 20, of Roslyn, N.Y., said he was sorry to see the abolition of a policy supported by most of the 7,000 students at the private school about six miles north of Boston.

"It was well-intended," Jacobson said. "The university has a re-

sponsibility to protect students."

The policy published in the student handbook barred verbal attacks against a person's race, ethnic group, religion or sexual orientation.

The policy was prompted by an outcry last spring when an enterprising student marketed a T-shirt stating 16 reasons "Why Beer Is Better Than Women at Tufts." All 15 reasons disparaged women, and one printable reason was "Hangovers go away."

The T-shirt dealer was placed on probation and ordered to do 50 hours of community service. But Mayer suspended that sentence when lawyers advised him that it was unconstitutional.

GOLDENGATER 10/10/89

Racism codes discussed

New policies could impede free speech

by Lori Green Johnson

Balancing academic freedom with the right to be free of racial harassment is difficult when the First Amendment must remain on an even keel.

Yet in the recent upheaval of racial incidents across the United States, university officials have been intentionally tipping the scales.

They are establishing racism codes that prohibit certain forms of speech and behavior. Members of the SF State University Commission on Human Relations are considering doing the same.

"A code would clear the gap in the policies which exist now," said UCHR chair Olive James; yet others

disagree.

"Every time you create a rule that proposes to restrain free speech, you are in very dangerous territory," said Jim Wagstaffe, a San Francisco attorney who specializes in First Amendment cases.

"We may all find racially offensive speech distasteful," he said, "But the First Amendment's distinct purpose is to protect the viewpoint of dissenters."

I hate how racism is handled, and I hate the institutionalized racism at this school.

While the theoretical balancing act continues, many students find themselves floundering in the reality of racial tension.

The University of Connecticut reported four racial incidents within the first two weeks of school this year.

Articles about the tense racial

climates at UC Berkeley and Stanford University continue to make front page news.

"I don't see what I can do — the only thing I can see is to leave," said Julie (not her real name), a 19-year-old African American student at SF State.

Julie said two SF State professors made derogatory comments about her ability as a student. Although she testified to the UCHR about the statements, which she maintains were motivated by racist convictions, her outlook has not changed.

"I hate how racism is handled, and I hate the institutionalized racism at this school," she said.

She has applied to several other colleges and is waiting for replies.

"We aggressively recruit students of different backgrounds to this school, and I feel we have the responsibility of protecting them once they are here," said Carol Wiggins,

See CODES, back page

Codes

from page one

vice president of student affairs at the University of Connecticut.

She said she feels that a racism code is one way of doing that. Right now, the university's student behavior code states that "making personal slurs or epithets based on race, sex, ethnic origin, disability, religion, or sexual orientation," are actions punishable by suspension or even expulsion.

"I would hold that the courts will ultimately defend the rights of institutions to keep their campuses psychologically safe," Wiggins said.

Dr. Nathan Hare, one of the first coordinators of black studies at SF State, and a licensed psychologist, said it would be psychologically dangerous to repress speech.

"Depression is often derived from hostility misdirected and turned inward toward oneself," he said. "They might beat up a person they can't call a bitch, nigger or prick."

In Hare's opinion, "safe" is not always a good quality in a learning environment.

"We wouldn't have a black studies program unless we used the ability of students to disrupt study," he said, referring to the time when up to 10,000 people gathered near the Creative Arts Building and

marched through the campus and classrooms.

Julie said she does not want to fight a constant psychological battle in order to go to school.

"College is already hard enough," she said. "If I stay here, it's going to be a fight."

Daniel Gonzales, assistant professor in the Asian American studies department and UCHR member, said he feels a racism code will help students like Julie, but are not the complete answer.

"Penalizing people does not necessarily educate them," he said. "We're talking about basic, inherent beliefs."

Gonzales describes an ideal code as one where "a reasonable person would agree that the intent of a statement or other act was to degrade the subject on the basis of race or ethnicity."

However, Bob Purvis, legal director of the National Institute of Prejudice and Violence in Maryland, said codes do not belong in an academic environment.

"I'm sympathetic to frustration, but if the full scope of the First Amendment is not appropriate in a university, where is it?" he said.

Julie has a different view of how the First Amendment should be integrated.

"I don't think the founding fathers had that in mind — that you could do whatever you want," she said. "The Constitution is supposed

to protect people, not let them be pushed around."

Professor Mamdough Abo-el-ata, chair and associate dean of the engineering department and a UCHR member, agrees.

"I don't think freedom in a university is unlimited. If there is no constructive purpose, then it should not be protected," he said.

Before Abo-el-ata heard students testify in front of the UCHR, his image of SF State was different.

"Now I see things that contradict my perception," he said.

Julie's perception of SF State has also changed. At first, she was eager to study in San Francisco despite her parent's disapproval and suggestions to attend a school closer to home.

Dressed in tailored clothes, she looked composed in spite of the tears that filled her eyes when she spoke of her disillusionment.

"I'm looking for an education based on my ability and not my color," she said.

"The most difficult thing of all is to allow those whose ideas you hate to speak out," said Chuck Stone, Senior Editor of the Philadelphia Daily News and English professor at the University of Delaware.

He cited the court case, *Beauharnais v. Illinois*, as the only decision in which the Supreme Court upheld a restriction on speech.

Part of the 1952 judgement

OCT 18 1989

Allen's P.C.B. Est. 1888

SF State Commission to Hear Campus Testimony About Discrimination

The San Francisco State University Commission on Human Relations appointed by President Robert A. Corrigan last February is holding an extensive series of open "town meetings" this fall for members of the SF State community.

The public meetings, to be conducted through mid-November by one of six commission task forces, will provide an opportunity to discuss instances and discrimination and to become more aware of discriminatory behavior, practices and situations.

The 32-member commission is headed by Olive James, director of SFSU's J. Paul Leonard Library. It has been asked to study how the campus deals with human relations in and outside of the classroom, to identify "positive principles to live by" at

SFSU, and to study the University's procedures for dealing with discrimination of any kind.

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Other commission task forces are collecting information on "campus event and ephemera," both discriminatory and exemplary; reviewing literature on human relations from various universities; working on policies and procedures for addressing discrimination at SF State, and, with the University's Public Research Institute, conducting separate surveys of faculty, staff and students.

According to James, the task facing the commission is substantial. "The issues to be addressed are enormous, and they

affect all of society. It would be a highly presumptuous to expect that we can effect a cure-all."

Still, James has high hopes for the work of the commission, and she praised President Corrigan for establishing the group. "It's essential, given how organizations and institutions work, that the message from the top be loud and clear," she said.

The commission is scheduled to make its report to the president by January 1990. For more information call Olive James, (415) 338-1681. 1368

Ban on campus racist speech doubted

**Legal expert says
Supreme Court will
cite 1st Amendment**

By Carl Irving
of the Examiner

Like the general community, public campuses must honor the First Amendment in any efforts to deal with racist speech or writing, according to a legal expert.

An outburst of racist incidents at campuses around the country in the past two years led to a number of toughly worded prohibitions against speech conveying racist remarks. At issue is a portion of the U.S. Constitution's First Amendment that says "Congress shall pass no laws abridging freedom of speech."

David Tatal, a lawyer at the Washington firm of Hogan & Hartson who has followed the issue closely, predicts that the present

Supreme Court, which recently upheld flag-burning as legal, will take a very narrow view of any campus rules attempting to restrict speech, no matter how painful to listeners or readers.

"The courts will say, 'You of all places must insist on the free expression of ideas,'" Tatal predicted Monday after addressing a session of the American Council on Education meeting at the Pace Fifty Five Hotel.

"Academic freedom itself is pro-

tested by the First Amendment," Tatal observed. He reminded the predominantly scholarly audience that the civil rights movement of the 1960s had been based on the same constitutional provision.

"Universities that risk running afoul of the First Amendment risk getting buried in litigation," he warned. The American Civil Liberties Union in Michigan last August won a reversal of a student conduct code banning student harassment at the University of Michigan. A

federal court ruled that the code violated First Amendment rights.

Tatal said the high court can likely to limit rules against racist speech or writing to provide guidelines involving racial slurs, obscenity or "fighting words" likely to cause a breach of the peace.

The latter "fighting words" doctrine, based on a formerly obscure 1942 Supreme Court decision, was invoked by the University of California in September. President David Gardner said that words would be banned that could be used "to injure and intimidate, thus undermining the ability of individuals to participate in the university community."

SF Examiner
11-7-89

The Sacramento Bee, December 1, 1989

Panel urges tough steps to fight racism at CSUS

By Ted Bell
Bee Staff Writer

A special panel reviewing the racial climate at California State University, Sacramento, issued a list of eight recommendations Thursday, including a proposal to increase the number of minority faculty members.

An hour after the release of the report, the university's Academic Senate, representing the CSUS faculty, voted unanimously to recommend an ethnic and ra-

cial studies course requirement for graduation for all students.

The five-member panel, established on Nov. 1 by CSUS President Donald Gerth in response to complaints by the Black Student Alliance of racism on the Sacramento campus, recommended that the university "develop a coordinated program that will increase the number of students of color who continue their studies to become future faculty members."

Specifically, the group suggested a waiver that would shorten and simplify a

current California State University program that provides up to \$30,000 in loans to minority students seeking advanced degrees over a three-year period.

The loans are "forgiven" if, upon graduation, the student teaches on one of the CSU campuses for five years.

The panel also urged Gerth to establish a pool of seven faculty positions that could be used to supplement CSUS departments that do not meet minority staffing levels.

During its inquiry, the panel hosted

three open forums on Nov. 8, 9 and 14 that were attended by approximately 900 people.

The panel consisted of the dean of student affairs, the chairwoman of the Academic Senate, the vice president for academic affairs, the affirmative-action director and the head of the Campus Educational Equity Committee.

The recommendations offered to Gerth addressed complaints of racism in such

See MINORITIES, page B2

continued...

Minorities

Continued from page B1

fields as student-teacher relationships, minority representation in the faculty and student body, curriculum and campus culture.

CSUS Vice President Robert Jones said Thursday that Gerth will meet with various campus groups, faculty and students before announcing his response on Dec. 8.

"I suspect that in some cases he will accept the recommendation and will authorize immediate implementation, and in other instances the recommendations may deserve more discussion and consultation," Jones said.

In the area of faculty and staff behavior toward students, the panel recommends a study of faculty sensitivity, a mandatory workshop for department heads on student grievances, and faculty recruitment.

Stephanie Lieberman, CSUS affirmative-action director and a member of the panel, said Thursday that members of the group will meet with faculty members identified by stu-

dents as being insensitive, their department heads and, where necessary, set up meetings between the faculty member and an offended student.

The panel said there was a need to ensure that minority students were represented in governing bodies on campus and were aware of their options. A "multicultural center" that has been under consideration should open before the end of the current academic year, the panel suggested.

"I think that all of these recommendations are great and they are what we asked for," said Black Student Alliance President Lorez Crenshaw. "They are on our list of short-term and long-term goals."

"But we have to remember that they are recommendations. It will be interesting to see what Gerth does with these recommendations."

"I think it's a very good report," said Lieberman. "It doesn't encompass everything each of us wanted, but it is one of the most comprehensive reports from any campus that I have ever seen on the subject. It is a very good beginning."

Racist and boorish on campus

The resurgent racist streak at the University of California, Davis, and at California State University, Sacramento, like that at many other campuses, is beginning to get the attention it deserves.

To what extent the racist incidents are only special manifestations of student boorishness, and to what extent they reflect deeper hostilities, is impossible to tell. What's certain, as The Bee's stories this week made clear, is that there is more of it than most white students seem to be aware of, and that even in its subtlest manifestations — insults and remarks some people might regard as cute — it can leave deep wounds. Both the racism and the boorishness, separately and together, are cause for concern.

At the same time, not everything that's casually labeled racism is what its critics claim, and not every remedy is appropriate. Less than three weeks ago, a group of protesters organized by a black student group purporting to speak for affirmative action engaged in their own form of boorishness when they tried to stop a debate — it was billed as a forum — between former California Chief Justice Rose Bird and former U.S. Appellate Judge Robert Bork. The protesters objected to Bork's presence on the campus and banged loudly on the doors of the hall in which Bird and Bork were speaking. Even if Bork's views had been racially moti-

vated, which they were not, they would not have justified the shouts of "Bork go home" or what appeared to be attempts to break in and stop the debate.

It ought not be necessary to remind students that a university campus is a venue not merely for the expression of ideas, but for giving all who come there an opportunity to hear those views. For the very same reason that it must be open to all regardless of race or religion, it must be open to all, regardless of views.

The feelings of a lot of minority students have not been sufficiently heard or addressed; at the same time, it would have been more than useful if the people who had stood outside making noise at the UCD field house earlier this month had been inside to listen to Bird and Bork, particularly when Bork pointed out that no society on earth has struggled so hard, or been as successful, in dealing with its racial and ethnic pluralism as has the United States. That hardly means that perfection has been achieved; far from it. But it does indicate that a great many things have yet to be learned, both by students who casually shout racial epithets and those who are ready, in the name of freedom and equality, to shout down those they don't agree with.

Faculty senate adopts anti-discrimination policy

By Roger Aylworth
Staff Writer

A Chico State University anti-discrimination policy — that has been blasted for allegedly failing to address the real issue — won support even from some of its detractors Thursday when it was passed by the CSUC Faculty Senate.

The policy passed Thursday says in part, "While we acknowledge the difficulty of overcoming attitudes of bigotry and prejudice, we realize that such attitudes can result in acts of discrimination, harassment, or abusive behavior, that are not only incompatible with the university's goals but are subject to the full measure of disciplinary powers available to the university."

When the policy, titled a "statement of faculty values," was first submitted to the Senate during its November meeting, it was criticized for failing to address the question of racism directly.

At that meeting Sanford Wright, a political science professor at the university, complained the proposal did not specifically address racism as a concern.

At Thursday's meeting Ron Lacey, a CSUC student and president of the campus Pan African Union, strongly denounced the policy.

Reading from a prepared statement, Lacey said, "That acts of discrimination and bigotry have occurred at this institution and have been misdefined as 'misunderstandings,'

'unfortunate,' 'minor incidents' and effectively 'white-washed,' clearly defines the institution and its administration as racist."

He went on to demand "disenrollment" for students and firing for faculty and staff who engage in any "act of discrimination or bigotry," including uttering a racial slur.

CSUC President Robin Wilson, who is a member of the Faculty Senate, cautioned the panel against trying to institute a policy that would punish "attitudes."

He said the university must "walk a very difficult line" when it comes to honoring the First Amendment and protecting the rights of staff and students to be free of discriminatory harassment.

The president, who identified himself to the panel as the "resident linguist," also helped work out the wording for the policy to point up that acts of bigotry and not merely thoughts were to be sanctioned.

Marc Porter, a professor in the college of communication and chair of the campus subcommittee on diversity, characterized the policy as a jumping-off spot that will lead to the creation of "appreciating diversity groups" that will attempt to expand multi-cultural understanding at the university.

He also said there would be continuing work on a more inclusive policy. ■

Attacks on Racism Can Imperil Freedom of Speech

University officials and lawyers concede that they are on untried legal ground as they rewrite student conduct codes to prohibit racial and other forms of harassment on campus.

"There really isn't any firm line on where free speech ends and a violation of a person's right to live in a civil community begins," said Susan Castillo-Robson, acting director of student affairs and services for the nine-campus University of California system.

Local university officials are trying to avoid the dilemma encountered by the University of Michigan when it tried to assure students of a harassment-free environment while still protecting First Amendment rights.

In the first court test of a revamped student code, a federal judge ruled last month that a portion of the new University of Michigan policy on verbal harassment "is so overbroad as to violate the First Amendment."

Expression Stifled

He ruled in favor of a graduate

student in biological psychology who was represented by the American Civil Liberties Union and argued that the policy stifled expression of ideas.

The unacceptable provision of the policy prohibited behavior in academic settings that "creates an intimidating, hostile or demeaning environment for educational pursuits, employment or participation in university-sponsored extracurricular activities."

Last year, the Student Conduct Legislative Council at Stanford University proposed a similarly broad conduct code that was withdrawn after protests from professors and university lawyers who argued that it, too, was unconstitutional.

Fighting Words

The council, with the help of Stanford law professor Thomas Grey, has since narrowed the proposed draft "basically to 'fighting words,'" Grey said. He referred to a 1942 U.S. Supreme Court decision that exempted from free-speech guarantees certain epithets likely to evoke a violent response in the person being spoken to.

"It's basically face-to-face confrontation or nearly face-to-face confrontation — the use of visceral epithets, 'dirty words' of racism or

The Constitution protects the right to use a lot of offensive speech

sexism as distinguished from any kind of intellectual discussion," Grey said.

The latest proposed draft says that remarks intended to hurt or harass must be "addressed directly" to the people involved. The offense "must be expressed in words, pictures or symbols that are commonly understood to convey, in a direct

and visceral way, hatred or contempt for human beings of the sex, race, color, handicap, religion, sexual orientation or national and ethnic origin in question."

Stanford law professor Gerald Gunther, a sharp critic of the first draft, said the new one is better but still contains "grosser dangers" to First Amendment protections.

Speech Is the Cure

"The proper cure for bad speech is good speech and vigorous counterspeech," Gunther wrote in a letter to the head of the Student Conduct Legislative Council. "Non-speech-restrictive weapons at our command in the war against discrimination warrant greater attention and use than the questionable and costly — yet marginal — strategy of curbing expression."

"The Constitution protects the right to use offensive speech," said

Robert Sedler, a law professor at Wayne State University in Detroit who filed the ACLU suit on behalf of the University of Michigan student.

"There is very, very little in the way of words that a governmental body can prohibit under the First Amendment."

Scholars agree that the proposals, which are still in the discussion stage, are not likely to go unchallenged, even if they are approved by university officials.

"One way or the other, this is going to be tested (in the courts)," said Robert Parviz, legal director of the National Institute Against Prejudice and Violence, a nonprofit organization at the University of Maryland at Baltimore.

— Diane Curtis

San Francisco
Chronicle
9-18-89

Hispanics protest discrimination at UCD

By Lorena Natt
Bee Staff Writer

Maria Gomez-Ullrich said she pronounced a verb wrong in her Spanish class at the University of California, Davis, and her white teacher called her an "illiterate."

Professor Angie Chabram said her doctorate degree in Chicano literature was called "barrio crap" by one of her colleagues in the university's Spanish department.

These alleged racial put-downs unleashed a march Monday by about 150 protesters, most of them Hispanic students, who demanded an end to what they described as discriminatory treatment by the department.

Armed with painted banners and chanting loudly, the group marched from the quad in front of Memorial Union to Sproul Hall, where the Spanish department is quartered, and then to Mrak Hall, the administration building.

"We will not sacrifice our dignity for an education," Gomez-Ullrich told the crowd. "We must be respected — our color, our accent and all."

It was the latest in a series of demonstrations by ethnic students at UCD against what they see as lack of sensitivity to different cultures on the racially mixed campus. The 22,000-student campus is about 63 percent white and 37

percent ethnic minority. Hispanics make up 7 percent of the student body.

But for the first time, ethnic faculty has taken a stand: Chabram and other Hispanic faculty held a press conference Monday afternoon to also call for changes in the way they are treated.

The problem in the department, said Chabram, is that it is oriented toward teaching Spain's Spanish — Castilian Spanish — while denigrating dialects from other Spanish-speaking nations.

When Hispanic students try to learn Spanish to improve their grammar or vocabulary, their colloquialisms have been ridiculed or they have been asked to leave class, she said.

"They are saying our Spanish is poor because it's different," she said, comparing it to how some Britons think of American English as less refined than their English.

She said she has become involved with the students' concerns because "they know they can come to me and I will dignify their culture."

Moreover, she thinks she is being slighted for her ties to her community: She said she was told she would have to share her office on the sixth floor of Sproul Hall with another instructor. "No other assistant professor has had to do that," she said.

But Spanish department chairman German Gullon said that since Chabram was only there one hour a week and had another office in the Chicano Studies department, he asked her to share it. "The Spanish department has the worst space problems of any department on campus," he said.

Gullon said he was not conscious of any tension in his department, and said he was unaware of any discriminatory incidents until Friday, when a student complained to him that her teacher had unfairly criticized her.

However, Robert Crummey, dean of UCD's College of Letters and Sciences, said he has launched an investigation of both the curriculum and the allegations of discrimination in the Spanish department.

"I've been aware for a long time of the tension in the department and this is the first time the Chicano community has brought to our attention specific incidents that we can act on," he said.

He said a task force headed by Henry Trueba, UCD's specialist in language acquisition and bilingual education, will report back to him with recommended changes in four to six weeks.

Chabram said the Hispanic community at UCD also wants to meet with Chancellor Ted Hullar, who is currently on a trip to the Soviet Union.



Hispanic students and faculty protest at the University of California, Davis, against what they called racial put-downs in the Spanish department.

Bae/Owen Brower

Tent paintings portray violence

by Karl Bremer

Samia Zaru's brilliantly-colored paintings of Palestinian life are on a peculiar kind of canvas - the tattered canvas of tents in which Palestinian refugees lived when two Israeli-Arab wars drove them from their homes.

Zaru's exhibit, "Tents and Stones," sponsored by SF State's General Union of Palestinian Students and shown in the Student Union's Barbary Coast last Thursday and Friday, was a multidimensional collection of sculpture and paintings on tents once owned by the United Nations Relief and Works Agency for Palestinian Refugees.

The tents once housed refugees from two major Middle East conflicts. The United Nations first gave out the tents when the 1948 war which established the Jewish state of Israel forced an estimated 750,000 Palestinians from their homes.

The United Nations supplied some of the same tents again when the 1967 war, in which Israel occupied the West Bank of the Jordan River and the Gaza Strip, displaced half a million Palestinians.

Stones were strewn around the hanging tents, symbolizing those used as weapons in the two-year-old Palestinian uprising in the Israeli-occupied West Bank and Gaza Strip.

Zaru, an internationally acclaimed Palestinian artist and sculptor, lived through the experiences she expresses in her art.

Her husband, Nadim Zaru, was the mayor of Ramallah, a major city in the West Bank, until Israeli authorities exiled him as a supporter of the Palestine Liberation Organization.

The exhibit integrated the themes of the land, the people, and the people joined together in the present uprising, or Intifada.

Author and poet Laila Jammal acted as an on-site guide to the

exhibit.

A tent panel was wrapped around a wood frame with a sign reading, "school closed." Life-size rag dolls were laid on the ground with French and English language lesson books scattered around. Red paint was spread out on the dolls' clothes.

This symbolized a school in the West Bank, Jammal said, where school children were driven from classrooms with tear gas and then gunned down when they fled to the streets.

The three jagged holes with singed edges on one rag doll's t-shirt were more than an artistic duplication of bullet holes.

The shirt was donated by the mother of one of the children who was shot that day, Jammal said.

Another scene, depicting the divided city of Jerusalem, was painted around a rip in a decomposing tent. The tear split the city down the middle, just as Jerusalem is split itself between Jerusalem, as part of Israel, and Arab East Jerusalem under Israeli occupation. The torn fabric also rended the sun into two parts.

Some line drawings of Israeli soldiers were done on clear plastic, hanging in space and giving a sense of emptiness. The soldiers were faceless and their eyes hidden.

"They carry guns and don't see anything in front of them, a child or pregnant women," Jammal said. "Many of them are forced to kill us. Orders are orders."

Zaru's paintings portrayed vibrant action - three young men reaching to the sky, a woman confronting an Israeli soldier who grabs her wrist as she spreads her fingers in a "v for victory" sign and a family coming out of a village holding stones while the rest of the villagers follow, flashing similar signs.

"She tries to portray life happenings. There is movement in her paintings," Jammal said.

WORDS THAT WOUND

Free Speech for Campus Bigots?

JON WIENER

In a classroom discussion at the University of Michigan last year, a student said he considered homosexuality a disease treatable with therapy. The university summoned him to a disciplinary hearing and charged him with violating the school's new regulations prohibiting speech that "victimizes" an individual on the basis of "sexual orientation." The American Civil Liberties Union took the university to court, and District Court Judge Avern Cohn ruled last September that the new rules violated the First Amendment's free speech guarantee.

The Michigan case typifies the debate now raging among liberals and others on the left as U.S. campuses grapple with a marked rise in slurs and actions that are antigay, anti-woman and racist. The question at the center of the debate is, How do colleges and universities protect free speech and at the same time combat the increase in abusive language by the dominant white male group? Understandably, the victims of such harassment are demanding that their institutions do much more to make campuses what they ought to be: places that are free of discrimination, that foster and celebrate diversity.

The new regulations at the University of Michigan were promulgated in response to such demands after a series of incidents on that campus—including the broadcast of racist jokes on the school radio station—that are just a part of the increase in offensive speech on campuses in the 1980s. I documented this depressing trend in an earlier article [see Wiener, "Racial Hatred on Campus," February 27, 1989], and the evidence continues to accumulate:

§ At the University of Connecticut in December 1987 eight Asian-American students on the way to an off-campus, semiformal dance were harassed for forty-five minutes by a group of "very large football players who were just dying to get us to fight them," one of the victims related. "They spit on us . . . called us 'Oriental faggots' and sang 'we all live in a yellow submarine.'"

§ At Arizona State University in Tempe, in April 1989, a black student, Toby Wright, got into a fight with a white member of the Sigma Alpha Epsilon fraternity, Sean Hedgecock, outside the S.A.E. house. Wright maintains

Jon Wiener, a contributing editor of The Nation, teaches history at the University of California, Irvine.

he heard Hedgecock say, "Fuck you, nigger." More than two dozen S.A.E. members came out of their house and surrounded Wright and two other blacks, chanting, "Coon. Nigger. Perchmonkey." The police arrived, broke up the confrontation and later reported that Hedgecock "kept making racial slurs and threats," including a threat to "get those niggers" and "kill them." Hedgecock denies the charge. Later the same night, around 1 A.M., two other black students on fraternity row were confronted by Hedgecock, who shouted, "Those are the niggers! They're back!" A mob of 2,000 poured out of fraternity-house parties and surrounded the two blacks as ten to fifteen fraternity men beat them. Within four minutes the police arrived again, sprayed Mace to clear the street and took the two blacks into custody in handcuffs, later releasing them.

Putting up with offensive speech is a price its targets must accept for the privilege of living in a free society. Many white males try to dismiss these kinds of abusive behavior as harmless frivolity. White students at the University of Connecticut told their Asian-American classmates that their harassers were "just drunk, trying to have some fun." The police chief at Arizona State denied the mob attack on blacks was racially motivated; he called it a "fight" caused by "hot weather."

These latter views suggest that white people often don't understand that racist speech hurts. "We have not listened to the real victims," Stanford Law School professor Charles Lawrence told a recent A.C.L.U. conference. Richard Delgado of the University of Wisconsin Law School refers to "words that wound"—speech that interferes with the abused students' ability to study and learn, undermines their self-respect and leads to feelings of defensiveness, anger, shame, helplessness, and to a withdrawal from campus activities.

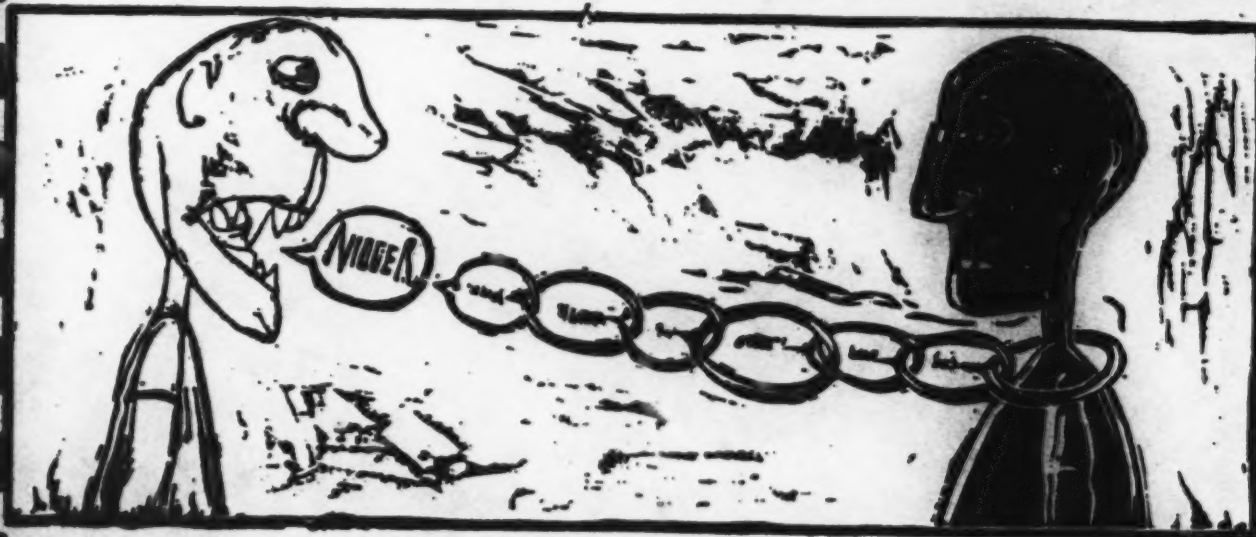
The United States is virtually alone in the world in providing governmental protection for racist hate speech, writes Mari Matsuda, a professor at Stanford Law School, in the August 1989 issue of *Michigan Law Review*. Britain's

Race Relations Act of 1976 criminalized incitement to discrimination and incitement to racial hatred, including "threatening, abusive, or insulting" written matter or public speech. Canada has outlawed inciting hatred against a group when a breach of peace is likely to follow. Australia and New Zealand also have legal restrictions on racist speech. Countries outside the common-law tradition have similar laws: In Sweden "agitation against ethnic groups" is a crime defined as "contempt . . . with allusion to race, skin color, national or ethnic origin or religious creed." If all these countries are trying to protect minorities from offensive speech, why can't the United States?

Even First Amendment absolutists recognize some limits on freedom of speech. The law protects people against defamation and libel, Matsuda writes, because lawyers and lawmakers "understand the way false speech damages their standing in the community and limits their opportunities, their self-worth, their free enjoyment of life. . . . To see this and yet fail to see that the very same things happen to the victims of racist speech is selective vision." It won't be easy to design protections against offensive speech on campus, but Matsuda makes a strong case that we must try, because such speech does "real harm to real people" who deserve protection and redress.

Two different approaches to prohibiting offensive speech and harassment, one broad and one narrow, are currently being debated at colleges and universities. The first prohibits students from engaging in a wide variety of abusive behavior. At the University of Connecticut, for instance, students may now be punished for the use of "derogatory names, inappropriately directed laughter, inconsiderate jokes, and conspicuous exclusion [of another student] from conversation." At the University of Pennsylvania students may be punished for using any language that "stigmatizes or victimizes individuals" and "creates an intimidating or offensive environment."

The University of Michigan policy that was struck down by Judge Cohn was one of the broadest. Established in



1988, it prohibited "any behavior, verbal or physical, that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national orientation, ancestry, age, marital status, handicap or Vietnam-era veteran status." Prohibited speech included that which "has the purpose or . . . effect of interfering with an individual's academic efforts." A handbook titled "What Students Should Know about Discrimination and Discriminatory Harassment" included examples of conduct that would be punished. One of them read, "A male student makes remarks in class like 'Women just aren't as good in this field as men,' thus creating a hostile learning atmosphere for female classmates." The judge examined university records of enforcement of the policy and found three cases in which "students were disciplined or threatened with discipline for comments made in the classroom setting."

Judge Cohn did not declare that all offensive speech is protected by the First Amendment. "What the University could not do," he ruled, was "establish an anti-discrimination policy that had the effect of prohibiting certain speech because it disagreed with ideas or messages. . . . Nor could the University proscribe speech simply because it was found to be offensive, even gravely so, by large numbers of people."

The broad policies have been the target of fierce criticism by civil libertarians. Although the regulations limiting racist speech on campus are designed primarily to protect blacks, the victims of these ordinances probably will be blacks, argues Ira Glasser, national executive director of the A.C.L.U. "Louis Farrakhan is likely to be the first," Glasser says, because the leader of the Nation of Islam calls Judaism a "gutter religion." That means his speech could be banned under the broad rules because it is abusive and stigmatizes people because of their religion in a way associated with past discrimination—the kind that led to the Holocaust.

The narrow approach seeks to deal with the concerns of the civil libertarians by permitting all public speech and prohibiting only the most threatening and inflammatory cases of face-to-face abusive speech: direct, intentional, verbal assaults, personal confrontations where angry or hateful epithets are hurled at particular students. Some legal scholars argue that prohibiting this kind of speech is allowable under the "fighting words" doctrine, created by the Supreme Court in the case of *Chaplinsky v. New Hampshire*. In that 1942 ruling, the Court declared that it is permissible to ban words that "by their very utterance inflict injury or tend to incite an immediate breach of the peace." The University of Wisconsin, Pennsylvania State University and the nine-campus University of California system have adopted the narrow policy, prohibiting only fighting words and allowing all other expressions of offensive speech.

The narrow regulations are frustrating to student targets of abusive attacks, who turn to their school administrators for help in coping with racial harassment. Under the narrow rules, Wisconsin cannot punish a fraternity that held a mock "slave auction," with pledges in blackface, because the fraternity members did not directly confront blacks. Nor could Michigan punish the campus disc jockey who broadcast racist jokes.

The "fighting words" standard adopted by the Supreme Court may provide a legal basis for criminalizing abusive speech, but civil libertarians do not accept the doctrine. In *Chaplinsky* a Jehovah's Witness had been distributing religious literature on a street corner in Rochester, New Hampshire; he told a police officer, "You are a God damned racketeer" and "a damned Fascist and the whole government of Rochester are Fascists or agents of Fascists." He was arrested and convicted for making these statements, and the Supreme Court upheld his conviction, declaring that he had uttered "fighting words."

Civil libertarians feel that *Chaplinsky* was wrongly decided, arguing that it should not be a crime to call a cop a fascist. They also point out that the courts seem to be employing the "fighting words" test quite selectively. For example, a notorious invocation occurred last fall, when Chief Justice William Rehnquist cited the doctrine as a justification for banning flag burning. Thus the doctrine has been invoked by the Court to protect cops and to prosecute flag burners, but not to protect gays, women and minorities from cruel speech and harassment.

Some critics, including Matsuda, also object to the "fighting words" doctrine because it provides a male-centered standard: Insults can be prohibited when they provoke violence by men. Such a doctrine could define some racist, sexist or homophobic insults as non-actionable, Matsuda argues, because the victims did not respond with violence. Women especially do not respond to verbal abuse with physical counterattacks; instead, she says, they try to avoid situations where they are abused and internalize the damage.

The A.C.L.U. is opposed to both the broad and narrow rules. "We're against every version of campus restrictions on racist speech we've seen," says Glasser. "We think they are all unconstitutional. . . . Freedom of speech is being made the scapegoat for problems the people in power don't know how to solve." Glasser objects especially to the way the University of California's "fighting words" regulation distinguishes between words that express an idea, which are protected, and words that "simply injure and intimidate," which are prohibited. Who, Glasser asks, is going to decide which words don't express an idea and thus can be banned?

"We live in a racist society," Glasser insists, "which is why you can't trust the people in power to make distinctions about which speech should be permitted. We just got through eight years of a national government that believed affirmative action was reverse discrimination against whites. We have a Supreme Court that basically endorsed that view. Ours is still a white society defending its historical racism. We can't control how they will interpret these rules. No one should have any confidence in our law-enforcement apparatus. To rely on the Supreme Court and the dominant political majority to make good decisions about restricting speech is to live in a dream world."

More A.C.L.U. litigation is planned. The University of California "fighting words" policy is "probably a violation of the First Amendment," says Ramona Ripston, executive director of the A.C.L.U. of southern California. "I would

like to see the A.C.L.U. come up with a policy that protects students from some kinds of harassing speech. After all, we believe the workplace should be free of sexual harassment. We don't see banning explicitly sexual posters in the workplace as a violation of the First Amendment. But unless the University of California can answer the questions we've raised, we will go to court to challenge the constitutionality of the present regulations. Still, I would like to find a way of crafting policy that would get at some racist speech without impinging on the First Amendment."

Thomas Grey, a constitutional law expert at the Stanford Law School and a civil libertarian, has written a proposed set of narrow guidelines that are regarded by minority advocates as the most thoughtful in meeting the A.C.L.U.'s objections and in identifying "the point at which protected free expression ends and prohibited discriminatory harassment begins." Under his proposed regulations, a university's commitment to free expression requires that "students tolerate even expression of opinions which they find abhorrent." But Grey acknowledges that such a commitment collides with another equally important principle, the university's efforts to achieve equal opportunity, which also has a constitutional basis: the Fourteenth Amendment's guarantee of equal protection under the law.

Under Grey's proposed regulations, drafted in October 1989, speech constitutes harassment when it satisfies three criteria: (1) It must be "intended to insult or stigmatize an individual . . . on the basis of their sex, race, color, handicap,

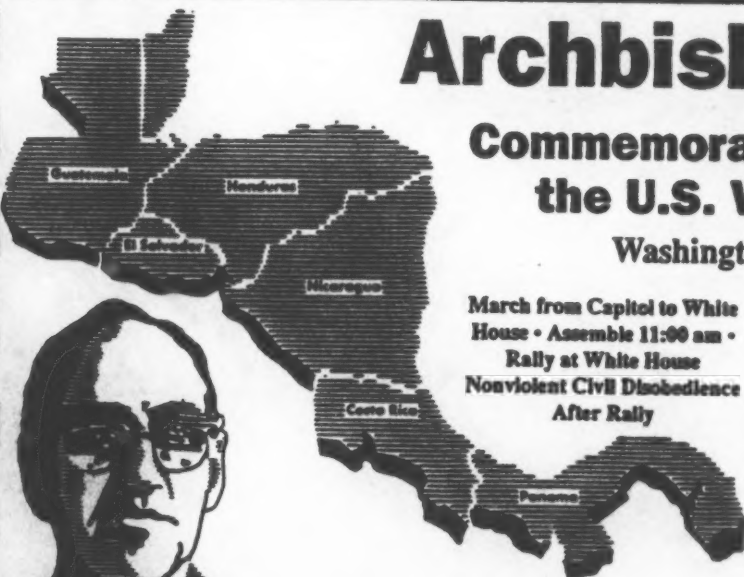
religion, sexual orientation, or national and ethnic origin." Political fighting words—calling a cop a fascist—are not actionable; this rule thus represents a narrowing of the Supreme Court's "fighting words" standard. (2) The insult must be "addressed directly to the individual"; there are no penalties for racist statements made to public audiences in lectures, in the student newspaper or on the radio station, or for abusive remarks made, for example, among an all-white fraternity group when the targets of the slurs are not present. (3) The insult must "make use of 'fighting' words or non-verbal symbols," those "commonly understood to convey direct and visceral hatred or contempt." Thus speech can be prohibited when it is "about individuals, directed to those individuals, and expressed in viscerally offensive form."

Inevitably, each criterion raises questions. The requirement of intentionality, for example, would allow the white fraternity boys at Arizona State who used the epithet "nigger" to defend themselves by arguing, "We were just kidding. Can't you take a joke?" The requirement that fighting words must be used in order for the offense to be punishable leaves unpunished extreme expressions of racial hatred that, in the judgment of disciplinary officials, do not meet the criterion because expressions of opinion are and ought to be protected by the First Amendment. Moreover, the fighting words are not identified in Grey's proposed regulations. He is confident, however, that everyone knows what they are: "Black son of a bitch" won't do it," Grey said in an interview; "Nigger" will." Legal thinkers pride themselves on the law's ability to make distinctions, but a black undergraduate is

Archbishop Romero

Commemoration and March to End the U.S. War in Central America

Washington, D.C. Saturday, March 24, 1990



Assassinated March 24, 1980

Marches in San Francisco, Los Angeles, and Austin, TX
(202) 265-0890; (202) 328-4040; (202) 223-2328

- End all U.S. aid to El Salvador
Withdraw all U.S. advisors;
Stop Repressing the People: Respect human rights.
Support a negotiated political solution
- End the U.S. war against Nicaragua
Respect Nicaragua's election; End the contra war
Lift the trade embargo and normalize relations
- No Invasions
End the occupation of Panama; U.S. troops and bases out of Central America;
End military aid to Guatemala
- Cut military spending; Fund human needs

Endorsers (Partial List): The Nicaragua Network, NISGUA, Pledge of Resistance, CISPES, Quixote Center/Quest for Peace, Building with the Voiceless of El Salvador, CRECEN, Interfaith Office on Accompaniment, National Agenda for Peace in El Salvador, National Rainbow Coalition, SANE/FREEZE: Campaign for Global Security, Office of the Americas, DC Student Coalition Against Apartheid and Racism (DCSCAR), United States Student Association, Pax Christi-USA, Madre, American Indian Movement, Mobilization for Survival

unlikely to see much difference in this one. Therefore, any set of regulations must be specific about the prohibited speech.

Grey staunchly defends his proposed regulations against the First Amendment absolutist position. "Do you really think someone ought to be able to go up to a black person, call him a nigger to his face and not have that be a breach of the peace? Do you want our universities to tell black students that kind of behavior should be protected? That's not sensible." Racist public speech may well be even more damaging to minority students than private insults. But, says Grey, the "other side of the balance cuts in at this point. Speech directed at the public should be protected."

Although the A.C.L.U. plans to continue to fight restrictions on abusive speech, that doesn't mean the organization thinks the phenomenon should be ignored. "We are very unhappy at the way all concern for the problem of race relations on campus has been channeled into this debate about curbing speech," Glasser says. "[White] kids on campus today grew up at a time when our leadership made it fashionable to be racist. Suddenly they are 18 years old, living in dorms with blacks, and we expect them to speak to their black classmates across a cultural chasm not of their making. It's appalling that universities, of all places, are restricting speech when they should be teaching kids of different races how to talk to each other."

On this point, most people on the left agree. Prohibiting fighting words, Stanford's Grey concedes, "absolutely does not deal with campus racism in a significant way. You're never going to be able to do that with discipline. These rules are like bias-crime statutes, which treat racially motivated crimes as separate, more serious offenses. These rules provide an effective way of saying we take this seriously. They are symbolic, and that's important." How to provide that protection without setting dangerous precedents is a subject that has only begun to be explored. Meanwhile, offensive speech continues to isolate and wound its victims. Minority students deserve protection from such attacks.

But whatever the short-term solution to the problem of words that wound—and let's hope that a creative solution will yield a sanctuary for both free speech and human dignity—the critical need is for a long-term commitment by the universities to extirpating students' racist behavior.

The rise of campus racism and other abusive behavior in the Reagan years indicates that white students need to be educated. This ought to be possible at institutions dedicated to education. Courses on the history of race relations in America should be added to the requirements for graduation

(they already have been at some universities); orientation programs for incoming students must address the issue of cultural diversity on campus explicitly and frankly; more minority faculty must be hired, which means more minority students must be attracted to Ph.D. programs. Minority advocates and civil libertarians agree that these are the real weapons for fighting racist speech on campus. □

Free Speech And Insults On Campus

By FELICITY BARRINGER

Special to The New York Times

STANFORD, Calif. — In an effort to curb racial incidents and promote general tolerance on campus, a growing number of universities are taking steps to restrict forms of expression considered offensive, steps that some opponents believe will infringe on the freedom of intellectual discourse that is at the heart of the university mission.

The debate has been particularly acute at Stanford University, where the calls for a ban on "harassment by vilification" reached a peak last fall after two drunken freshmen turned a symphony recruiting poster into a black-face caricature of Beethoven and posted it near a black student's room.

The ensuing outrage led to the students' eviction from their original dormitories to guest quarters separate from general student housing.

Challenge to First Amendment

The incident also spurred efforts to amend the university's basic student code of conduct and threw Stanford into a wrenching debate over the limits of free expression in a university environment.

Stanford is not alone. The University of Michigan in Ann Arbor and Emory University in Atlanta have passed anti-harassment policies. And in early April, regents at the University of Wisconsin at Madison, in an 8-to-7 vote,

Continued on Page A11, Column 1

New York Times National
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Schools' Efforts to Curb Slurs Pose Speech Issue

Continued From Page 1

took the first step toward enacting an anti-harassment policy.

The University of Massachusetts at Amherst, where racial tension erupted in a brawl two years ago that injured 10 students, is "actively considering" a similar step, said Grant M. Ingle, the university's acting director of human relations.

"You have to set up something that tells students what the limits are, what they can do and what they can't," said Canetta Ivy, a 20-year-old Stanford junior who serves on the three-member Council of Presidents that heads the university student government. "We don't put as many restrictions on freedom of speech as we should."

"What we are proposing is not completely in line with the First Amendment," added Ms. Ivy, an anthropology and African-American studies major who hopes to go to law school. "I'm not sure it should be. We at Stanford are trying to set a standard different from what society at large is trying to accomplish."

The incident with the poster was not the first at Stanford leading to calls for an anti-harassment policy. Last year, a student was removed from a dormitory after repeatedly yelling an anti-homosexual slur at a member of the house staff. In response, a small group of students in ski masks held a silent vigil outside the dormitory to protest the ouster, and other students, in turn, compared the vigil to Ku Klux Klan activity.

In 1987 the student radio station at the University of Michigan broadcast racially offensive jokes, focusing existing concern about racial harassment on campus. One of the students involved was dismissed from his job at the station, and the other was officially reprimanded.

In addition to the brawl at Massachusetts, racial slurs have also been spray-painted on building steps.

At both Stanford and Wisconsin, the proposed policies are written to address racist, sexist and anti-homosexual epithets, jokes and other kinds of harassment that occur in small-group settings, when one student intends to make others uncomfortable. But opponents argue that efforts to outlaw ugly remarks will inevitably endanger the right to express uncomfortable ideas.

"For the colleges not to deal with the racial prejudice on campus is an abdication of their responsibility in a free society," said Ira Glasser, executive director of the American Civil Liberties Union. "They've got to address those things, but not this way, both because it doesn't work and because it's incompatible with freedom of speech and religion."

"When you pass a rule which represses speech, you are avoiding dealing with the underlying problem and you're passing a rule whose sweep is going to be broader than the things you're trying to contain."



Gerald Gunther, a constitutional law professor at Stanford University, opposes the proposed ban on "harassment by vilification." Canetta Ivy, a member of the Council of Student Presidents, said, "We don't put as many restrictions on freedom of speech as we should."



The New York Times/Fred Mertz

At Emory, President James T. Laney recently issued a statement broadening the school's prohibition of sexual harassment by students, faculty or staff to include "all kinds of discriminatory harassment — by race, color, national origin, religion, sex, sexual orientation, age, handicap or veteran's status." The school's guidelines appear to follow Federal ones prohibiting sexual harassment.

In April 1988 the Michigan regents issued an advisory warning that discriminatory harassment could result in sanctions ranging from reprimand to expulsion. A recent university report indicated that since September about 100 complaints of harassment had been filed, said Joseph Owsley, a university spokesman. He added that complaints of sexual or anti-homosexual harassment outnumbered those of racial harassment.

At Stanford, the now-withdrawn draft proposed by the Student Conduct Legislative Council prohibited personal attacks characterized by "obscenities, epithets and other forms of expression that by accepted community standards degrade, victimize, stigmatize or pejoratively characterize them on the basis of personal, intellectual or cultural diversity."

The draft was attacked by both the university's general counsel, John Schwartz, and Gerald Gunther, a professor of constitutional law.

"The refusal to oppress offensive speech is one of the most difficult obligations the free-speech principle imposes on all of us," Mr. Gunther wrote in a letter to the council. "Yet it is also one the First Amendment's greatest glories, and indeed it is a central test of

How wrong should it be to say something mean?

a community's commitment to free speech."

"More speech, not less, is the proper cure for offensive speech unless and until the controversial speech runs into such narrow constraints as the barrier to incitement to immediate illegal action," he wrote.

In a recent interview, Mr. Gunther compared the anti-harassment proposals with nationwide attempts by women's groups to restrict pornography. "In each case," he said, "perfectly bright, sophisticated people will come around saying, 'This speech causes harm to me or someone that I value, and we ought to suppress it.'"

Broadly Written Draft

A new draft of the proposal, published April 19, makes intent to hurt or harass an essential component of any offense, requires that the remarks be "directly addressed" to the people involved and states that the offense "must be expressed in words, pictures or symbols that are commonly understood to convey, in a direct and visceral

way, hatred or contempt for human beings of the sex, race, color, handicap, religion, sexual orientation or national and ethnic origin in question."

If the policy is incorporated into the code of student conduct, violators could be subject to the code's existing range of penalties, from reprimand or extra work or study requirements to suspension or expulsion from the university. The draft must still go through a complex ratification process, including a public notice and comment period and approval by the university's president, Donald Kennedy.

Intent to harass and "create a hostile atmosphere" for someone or some definable group is also the key to the draft policy at Wisconsin, which must go through a review process in the state Legislature and another regents' vote before becoming official.

While private universities like Stanford have greater leeway in setting standards of student conduct, public universities like Wisconsin are legally required to keep their policies in accordance with all Federal constitutional principles.

'You Cannot Yell Fire'

State Representative D. Spencer Coggs, Democrat of Milwaukee, has introduced legislation in the Wisconsin House of Representatives requiring regents to prohibit "racist or discriminatory comments, epithets or other expressive behavior, uttered to an individual." The legislation, which was unanimously approved in the House, is expected to meet opposition in the state Senate.

The Senate held a hearing on the bill today, and the Wisconsin Student Association testified in favor of it. A vote was not taken.

"We agree that divergent philosophies should be allowed on a college campus," said Mr. Coggs, whose bill would affect the 28 branches of the University of Wisconsin system. But, he added, "You cannot yell fire in a crowded theater. You cannot cause a hostile atmosphere on campus."

At a recent Stanford Law School forum on the need for an anti-harassment policy, one law professor, Charles Lawrence, argued in favor of broad limits on harassment. "Racial epithets and sexually harassing speech silences rather than furthers the discourse," he said. "In this way it is like 'fighting words' — a reference to a Supreme Court ruling in 1942 in *Chaplinsky v. New Hampshire* that exempts from free-speech guarantees certain epithets spoken in a face-to-face confrontation."

In response to the controversy here, Michael Laris, a 19-year-old Stanford sophomore, founded the Committee to Protect Free Speech to oppose the anti-harassment proposal.

"In this whole thing, people seem to think first of the pain caused, not the freedom involved," he said in a recent interview. "That's reasonable. I understand that. But it's a dangerous kind of perspective to have."

S.F. Chron. 3/22/90

OPEN FORUM

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Minority Faculty Hiring: Going Beyond Equal Rights

IN THE EARLY 1970S, the nation's colleges and universities were repeatedly assured that the new and emerging program of affirmative action prohibited ethnic quotas or special group preferences in faculty hiring.

"No institution is required to hire women or minorities on the basis of sexual or racial preference," declared Bernice Sandler, a vigorous advocate of affirmative action and director of the Project on the Status and Education of Women. "To do so would clearly be illegal. Affirmative action is not aimed at creating preference but at ending preference for white males."

What was called for — and long overdue — was fair and equal treatment for women and minorities. But today on many campuses "treating equally" has increasingly been subordinated to a "special treatment" policy that considers race itself the predominant and sometimes exclusive factor in faculty hiring.

Only the Non-White

Consider what has happened at San Francisco State, where in many departments certain groups are given outright preference in faculty hiring solely on racial grounds. In November 1984, the provost sent a memo approving the English department's request for two new faculty appointments "with the stipulation that the candidates recommended to me be non-white. . . ."

A year ago, a dean received written approval for two new faculty positions in his school "for the purpose of affirmative action minority hiring only."

One senior faculty member said, "The hypocrisy of it all is that the administration regularly denies that their affirmative action hiring policy is an exclusionary one in practice. What happens is that all candidates who are interested in an advertised faculty position are invited to apply. But once all applications are in, the white candidates are simply removed from consideration. The shame of it is they never knew they never had a chance."

A member of a department's hiring committee reports first-hand on how an affirmative action search for a new faculty member was conducted. At its first meeting, the chairman instructed the committee "to save time and energy by not examining any applications from white males. And so any number of excellent applications went into the wastebasket. If we could not tell for sure that an applicant was a minority, phone calls were made to make certain."

One male with an Indian-sounding name and a great deal of teaching experience on several reservations was brought to San Francisco State for an interview. His scholastic record was outstanding, and his coverage of Indian languages and history superb.

"At the interview," the committee member says, "the questioning was done mostly by a woman. After he left the room, she said he was the best candidate she had ever met. He was not considered, however. Although he had made Indian studies one of his specialties, he was ineligible because he was a

hiring committee in another department at San Francisco State wrote a memo with its recommendations of well-qualified candidates who were designated as "hireable." Its first four choices were "persons of color," as were the next two candidates, listed separately, all of whom were "well qualified and hireable." Then followed the names of six white candidates who the committee said were "also well qualified but not hireable" — not hireable because, by the terms established earlier, white candidates were automatically excluded.

Affirmative action (meaning racially preferential) hiring takes many different forms:

■ Last winter, a white male with a Ph.D. in the social sciences inquired in person about openings in Stanford's new Culture, Ideas and Values course that has replaced the Western Culture freshman requirement. "Only racial minorities," he was told, will be hired to fill the slots in the Europe and Americas "track."

■ At California State University, San Bernardino, a white Ph.D. who has held positions in sociology and criminal justice for eight years was informed by a campus administrator that "I would never be considered for a tenure-track position because of 'affirmative action' considerations".

■ At Wayne State's law school this past year, the administration told the faculty that a white candidate who had superior credentials would not be approved until an offer was first made to a black candidate under consideration.

"But his qualifications didn't even come close to those of our first choice," said a law faculty member. "But we made the black candidate an offer, who turned us down. Only then did we get approval to make an offer to the person we wanted."

Lower Standards Feared

He went on to say that the prospect of lowering standards in the search for more minorities is troubling.

"That's the next step," he said. "There'll be less emphasis given to a candidate who served on the law review or who has worked in a law firm, the things we normally look for. In short, there'll be changes in the academic criteria we have always considered to be good predictors of future success on a law school faculty."

There is broad agreement throughout higher education that a vigorous search must be made for qualified minorities. It is also strongly believed that the necessary resources must be made available to confirm that our society is committed to increasing opportunities for students of all races and backgrounds who want to become college professors. These goals deserve support because they are intended to eradicate attitudes that discourage disadvantaged and minority students from pursuing careers in the academic world.

But the time has come for college administrators and faculty to reaffirm publicly what most of them already know and admit privately — that what is not supportable is a straight racial line for making faculty appointments.

The Thought Police Of Stanford's Left

Alan Dershowitz
LAW

Although the Far Right in America has been the traditional enemy of the First Amendment, some of the greatest dangers to freedom of speech are today being posed by elements of the Left.

On university campuses across the country, efforts are under way to restrict speech that is deemed as offensive to blacks, women, gays and others. These efforts grow out of several inexcusable instances of racism, sexism and other offensive speech on a number of campuses. Because the

Alan M. Dershowitz is a professor of law at Harvard University. © 1989, United Feature Syndicate, Inc.

censorial responses to these instances are supported by some powerful constituencies of the Left, they are being given serious consideration by university administrators.

Stanford University, which has a disturbing history of intolerance to dissenting and offensive views, is once again in the forefront of the dispute. A student member of Stanford's Council of Presidents recently complained that "we don't put as many restrictions on freedom of speech as we should." She proposed setting up "something that tells students what they can do and what they can't," and she acknowledges that what "we are proposing is not completely in line with the First Amendment."

If such paternalistic restrictions on freedom of speech had been advocated by members of the Moral Majority or the John Birch

Society, they would have been jeered off campus as crypto-fascist. But because current attempts to censor free speech are being pressed by some minority leaders — the quoted student is a black student government president — they are being seriously considered.

At Stanford, a draft censorship law proposed by the Student Conduct Legislative Council would have outlawed verbal criticism characterized by "expressions that, by accepted community standards, degrade, victimize, stigmatize or pejoratively characterize (any person) on the basis of personal, intellectual or cultural diversity." Such a vague and open-ended rule would make it almost impossible to discuss racial — or other controversial — issues in the classroom or even in the dormitories, without fear of running afoul of someone's sensibilities.

Although that draft was ulti-

metely withdrawn, the current proposal, published on April 12, is not much better. It would make it a speech-crime to "convey, in a direct and visceral way, hatred or contempt for human beings of the sex, race, color, handicap, religion, sexual orientation or national and ethnic origin in question."

At the University of Wisconsin, efforts are under way to make it a speech-crime to "create a hostile atmosphere" for some definable group. And a Wisconsin legislator has introduced a bill that would require the universities to outlaw "racist or discriminatory comments."

In evaluating these proposed censorship rules, it is important to understand how they would actually operate, at least on some campuses. If the recent past is any guide to the future, minority racists like Louis Farrakhan, the Reverend Al Sharpton and Stokely Carmichael would continue to be welcome in many quarters.

Feminist sexists like writer Andrea Dworkin would also be allowed to have their say. But representatives of South Africa's apartheid regime would be banned, along with speakers from the Ku Klux Klan and other white racist organizations. Right-wing magazines like the Dartmouth Review would be subject to censorship, but militant left-wing journals would not. Professors who questioned the current orthodoxy on affirmative action and other race- or gender-related issues might be summoned before thought and speech juries and asked to justify their "insensitive" statements.

Next year, it could be different. The Left might become the

victims of censorship, as it was in the early 1970s at Stanford, when a tenured English professor named Bruce Franklin was fired for making Maoist speeches advocating the shutting down of campus facilities that helped the Vietnam War effort. On some American campuses today, the effect of new censorship rules might be to limit speech from both the Right and the Left, leaving students and faculty to debate middle-ground issues, while thought-police patrolled the corridors.

Student memories tend to be short. Many forget, or are unaware of, how recently McCarthyism dominated college campuses, as well as television and movie studios. They look only to the most recent instances of intolerance and demand the most direct form of relief — censorship — without considering its consequences.

Universities are training grounds for citizenship. Students are adults, who vote, pay taxes and control their own lives. Rules of free expression should not be different on and off campus. Tragically, in both places, there is far too much racism, sexism, anti-Semitism, homophobia and other forms of intolerance.

If there is any appropriate setting for a full and free exchange of views, it is the campus. Those who don't like what they are hearing or seeing should try to change the atmosphere through education. That is what they will have to do in the real world after they graduate.

As Gerald Gunther, a Stanford constitutional law professor, put it: "More speech, not less, is the proper cure for offensive speech."

END

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